Faculty Handbook
2016-2017

Revised: November 2016
Note to Reader
Every effort has been made to present all information accurately; however, information may change.

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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.

November, 2016
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Welcome Letter from President Evenbeck

Welcome to Stella and Charles Guttman Community College.

The College’s singular focus on student learning and success has had unprecedented results: over half the students from our inaugural class (2012) have now graduated, and many are now earning their bachelor’s degrees at senior colleges within four years. We are also on track to graduate approximately 45% of the 2013 entering cohort within three years, a rate significantly higher than the national three-year graduation rate at large city two-year public colleges.

The success of our students affirms our doing work in new and innovative ways to provide guided pathways for students and contexts for learning. We continue to refine and expand the College’s founding concepts and look forward to your involvement as we continue to grow.

We strive to create a campus of appreciative inquiry for ourselves and our students. By focusing on strengths rather than on deficits, we have established an environment conducive to collaboration and learning. We also celebrate being both a “high touch” and “high tech” campus. From our electronic library to our use of ePortfolios and the creative use of technology in the classroom, Guttman is redefining the effective use of technology to support learning. Further, our integration of academic and student affairs is intentional; we believe that our high-touch, high-tech approach maintains and advances our singular focus on academic achievement.

Key to enhancing student engagement are our high impact practices. Service learning, undergraduate research, learning communities, study abroad, and other intentional initiatives are showing disproportionately positive results on the outcomes of our diverse student population. Guttman’s faculty and staff have ensured we are a “high impact” environment. Students are fully engaged—through what happens in the classroom and out in the city—as faculty work with them to articulate what they know and what they can achieve as they move through the curriculum and co-curriculum of our College. The students are fully committed as they participate in Community Days and undertake experiential activities in the city, ranging from field placements in Human Services and learning about the arts in the Arts in New York City course to collecting water samples from New York’s waterways for their Introduction to Chemistry class.

We are eager to learn from you as we work together to improve the learning experiences for our students. We take seriously our responsibility and commitment to their education; they are New York City’s future working professionals and citizens. I hope you will come to feel what so many of us here share: a sense of honor to work at a college committed to student success.

Sincerely,

Scott E. Evenbeck
President
Administration

The City University of New York

The Board of Trustees
William C. Thompson, Chair

Chancellor
James B. Milliken

Stella and Charles Guttman Community College

President
Scott E. Evenbeck

Interim Vice President for Academic Affairs and Provost
Stuart Suss

Interim Vice President for Administration and Finance
Mary E. Coleman

Dean of Strategic Planning and Accreditation
Stuart Cochran

Chief of Staff
Linda Merians

Legal Counsel and Labor Designee
Lynette M. Phillips

Dean of Academic Affairs
Patricia L. Price

Dean of Student Engagement
Charles H. Pryor

Associate Dean for Assessment and Technology
Laura M. Gambino

Associate Dean of Academic Affairs
Marissa R. Schlesinger
The College

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.

As an open-admissions institution, the College accepts applicants who have a high school diploma or its equivalent. Enrollment will grow to approximately 5,000 when the College moves to its permanent home. From the College’s inaugural class, 142 students, (49%) have graduated, which is significantly higher than the three-year national graduation rate at large city public two-year colleges (14%, IPEDS Graduation Rate Survey 2013). The College’s 2013 entering class consisted of 278 students. After two years, 84 students from the 2013 cohort (30%) have graduated, a metric that is significantly higher than the two-year national graduation rate at large city public two-year colleges (4%, IPEDS Graduation Rate Survey 2013).

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.

**Our 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.

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 GCC website.
Accreditation

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

Candidate for Accreditation is a status of affiliation with a regional accrediting commission which indicates that an institution has achieved initial recognition and is progressing toward, but is not assured of, accreditation. It has provided evidence of sound planning, appears to have the resources to implement the plans, and appears to have the potential for reaching its goals within a reasonable time.

In March of 2017, the College will host the MSCHE accreditation team site visit. In preparation, the Guttman community has engaged for more than a year in an extensive and collaborative evaluation, documented in the Comprehensive Institutional Self Study.

On December 11, 2012, the New York State Board of Regents voted to grant accreditation to Stella and Charles Guttman Community College for a period of five years with the condition that the college submit an interim report at the end of three years confirming effective implementation of program plans and student outcomes, including student persistence, graduation rates, and transfers to four-year baccalaureate programs in their field of study. The College submitted the interim report dated December 14, 2015, to the NYSED, and the Department acknowledged that “the report addresses all Regents’ accreditation requirements and no additional information is requested at this time.”

Currently, Guttman Community College offers these registered programs leading to associate degrees:

- Associate in Arts (A.A.) in Business Administration
- Associate in Arts (A.A.) in Human Services
- Associate in Arts (A.A.) in Liberal Arts and Sciences
- Associate in Arts (A.A.) in Urban Studies
- Associate in Applied Science (A.A.S.) in Information Technology
The Campus

Guttman’s main campus is located in 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, Offices of Human Resources, or Campus Operations as specified below. If you are dissatisfied with the final response of the Office of Human Resources, you may
appeal through the appropriate process by contacting the 504/ADA Coordinator, Arlene Peterson at arlene.peterson@guttman.cuny.edu or 646-313-8825.

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

**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: 646-313-8033, Room 015

**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. All staff and faculty must use their ID card to gain access via lobby turnstiles. 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.

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 or 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 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.

**Contact:**
Anastasia Koutsidis, Director of Public Safety, anastasia.koutsidis@guttman.cuny.edu
Tel: 646-313-8001, Room 008
The Public Safety Desk can be reached seven days a week, 24-hours a day at publicsafety@guttman.cuny.edu 646-313-8101 or 212-221-4360 and Room 015, 646-313-8112.

**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)

**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.

The Guttman Emergency Procedures Booklet can be found at: http://guttman.cuny.edu/about/campussafety/EmergencyProcedureBookletGuttman.pdf

**Contact:**

Office of Public Safety
publicsafety@guttman.cuny.edu
Tel: 646-313-8112, Room 015

In all emergency situations, such as a fire, injury or altercation, please call Public Safety first and be prepared to supply necessary information. Further information on CUNY and Public Safety policies can be found at: http://guttman.cuny.edu/about/campussafety.html
Emergency Closing Procedures
In the event of weather emergencies (hurricane, snowstorm, 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 www.cuny.edu, the College website www.guttman.cuny.edu and via certain local radio stations and television stations. Everyone who has signed up for CUNY Alert will receive direct messages about campus closures.

CUNYAlert
CUNYAlert is a CUNY-wide notification system that allows faculty, staff and students to receive text, voice, and email alerts regarding emergency or weather related closings on their campus, once they have signed up to receive CUNYAlert messages. All GCC faculty and staff members are encouraged to sign up to receive alerts at http://www.cuny.edu/news/alert.html.

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.

Annual Security Report
The Guttman Community College Annual Security Report is posted each year by October 1st. The report can be found at: http://www.guttman.cuny.edu/about/campussafety/annualsecurityreport.html.

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. Faculty workspaces will be equipped with a computer and telephone. Part-time faculty may share space with other members of the part-time faculty. Faculty workspaces are located on both the Mezzanine and the 6th Floor of the 50 West 40th Street location. Desk keys can be obtained from the Facilities staff in Room 005.

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 http://owa.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.
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 certification of attendance (COA) or submit their semester grades.

New faculty must set up their CUNYfirst account by going to https://home.CUNYfirst.cuny.edu/ and following the instructions on the screen. Once a faculty member establishes 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 http://cuny.edu/news/alert.html.

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 Blackboard and 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.
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.

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. 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 at: https://wp.guttman.cuny.edu. 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.

Classroom Technology
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, an ePortfolio, 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 will be available directly from the Web.

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.

In the Information Commons, Mediascape stations offer students an opportunity to collaborate on digital projects for courses by connecting a series of laptops to a single, large-screen monitor. Dedicated Mediascape rooms are available for private study sessions on the Mezzanine and in the Information Commons. Document cameras and scanners are available in a number of Guttman classrooms and connect directly to the Smart Board.
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 use their ePortfolio to learn, reflect and share work with peers and faculty.

All faculty are expected to integrate ePortfolio practice into their courses. Professional development workshops will be offered on the practical applications and pedagogy of electronic portfolios. Faculty also use ePortfolio for the sharing of course materials with students. And, many faculty maintain their own personal ePortfolio.

eTerns 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 onto 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 as appropriate. Please see the Faculty/Staff Starfish Handbook for more information about the ways you can help students “Connect to Success” with Starfish. If you have any Starfish-related questions, please check the Starfish ePortfolio (https://guttman-cuny.digication.com/starfish_connect_to_success) or 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. Faculty in the programs of study may choose to utilize Blackboard as part of their courses. Guttman has partnered with other CUNY schools in order to provide Blackboard training to all interested faculty. If you would like more information regarding
the trainings that are available, as well as schedules, please contact helpdesk@guttman.cuny.edu.
Blackboard is accessible through the CUNY Portal using your CUNY Portal ID.

The Curriculum
The curriculum of Guttman Community College consists of an integrated and interdisciplinary core curriculum and five clearly defined 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; and A.A. in Urban Studies.

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 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 and are listed in the Integrated Academic Support section of this Handbook.

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.

Guttman Learning Outcomes (GLOs)
Stella and Charles Guttman Community College’s 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.

Students will know from the time they enter Guttman Community College that they will be expected to demonstrate progress in achieving these outcomes. Institutional learning outcomes will be addressed at the course and program level. They will be based on
integrative learning in and beyond the classroom and will be assessed via students’ coursework as collected and presented in their ePortfolios.

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.
Assessment Days
Assessment Days are held at the mid-point and end-point of the Fall I and Spring I semester and at the end-point of the Fall II semester. All full-time faculty are expected to attend Assessment Days. These days are an opportunity for faculty and student engagement staff to assess student attainment of the Guttman Learning Outcomes (GLO) and each program of study’s learning outcomes. An agenda for each set of Assessment Days is determined by the Associate Dean for Assessment and Technology in collaboration with the Assessment and Professional Development Committee. Activities for the days align with the Guttman Assessment Plan. Faculty and staff are welcome to submit ideas and facilitate activities for Assessment Days.

Culminating Course Experience Days
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.

Simulated Semester Structure
Guttman Community College has a simulated terms 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.

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 class laptop computers. 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.

Certification of Attendance (COA)
During the second week of each semester, all faculty who are teaching are required to submit a Certification of Attendance roster (COA) for each class they are teaching. Faculty certify 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 at: http://guttman.cuny.edu/academics/academiccalendar.html

Experiential Education

Experiential Education at Guttman Community College at CUNY: A Working Definition

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.

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 and harness student strengths in cognition, affect and intuition through multiple sensory modalities for learning.

In this type of constructivist pedagogy, the instructor’s role is to: a) identify instructional goals and learning outcomes; b) set up optimal conditions for students to engage in experiences that help to attain them; c) facilitate student reflection upon the experiences and link it to prior knowledge in order to articulate what they learned. Experiential Education is quality teaching 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 education can also be career-predictive for learners and, in some forms, increases the likelihood of future employment opportunities and active citizenship roles.

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. The Civic Engagement Digital Badge found in students’ ePortfolios,
can be used for student reflection on learning derived from the Community Days assignment and/or for a grade.

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.

**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
International Education

Global Guttman is Stella and Charles Guttman Community College’s international education initiative that launched in Fall 2014 through the Office of Academic Affairs. 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 scheduled for the Spring II semester. 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 core values, 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

The Charles and Stella Guttman Foundation gift allowed the College to establish an endowment. Guttman Endowment Funds can be requested to support events, activities, and items that directly benefit Guttman students. Examples of past events, activities, and items supported by Guttman Endowment Funds include field trips, college visitations, professional development for students, high impact programming, Community Days activities, incentive stipends for students who are on track for degree conferral, food for students, and event tickets.

To request Guttman Endowment Funds, you must complete a Guttman Endowment Request Form (the form is available on the Academic Affairs Form folder in the N drive and in the OAA ePortfolio). Please complete the form, then submit it for consideration to the Office of Academic Affairs at least two weeks prior to the date you will need the funds. Guttman Endowment Fund requests are approved on a case-by-case basis so it is advisable to be as specific as possible in explicitly discussing the needs for the funds in relation to their role in directly supporting student learning and success. Your request should also seek to justify the costs in light of the former and in terms of normative costs for the relevant items or activities. Please give due diligence to cost. For example, bear in mind that sometimes discounted rates are available for groups, such as students, and for non-profit organizations, such as the College or CUNY, or through ‘good neighbors’ and similar programs for locals. You should specify also the number of individuals who will be supported by the Guttman Endowment Funds and estimate the cost accordingly. You can append any additional information, such as class or club rosters, to be supported by the funds.

Please bear in mind that the College will need to account for the expenditure of these funds. Hence, as already noted above, they should be based in a strong link to the mission of student learning and success, and be able to be accomplished through reasonable cost expenditures. Everything should be transparent in the Endowment Request Form itself.

Contact: Patricia L. Price, Dean of Academic Affairs, patricia.price@guttman.cuny.edu
Instructional Guides and Resources

Instructional Principles
In accordance with A New Community College Concept Paper (City University of New York, 2008), 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, on-going 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 to address the needs of a diverse group of students; and,
• A culture of academic rigor -- affirming that disciplines have bodies of knowledge and ways of knowing that are foundational for students in a post-secondary setting.

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 template appears in Appendix 3.

Syllabi must be submitted electronically to the Office of Academic Affairs (provost@guttman.cuny.edu) no later than the end of the second week of the semester.

Required Statements
All Guttman syllabi must include the following statements regarding Academic Honesty, Disability Support Services, and Expectations for Out-Of-Class Time.

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, at http://guttman.cuny.edu/academics/AcademicPolicies.html. 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, as amended, and 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 faculty refer all students with documented disabilities (emotional, medical, physical and/or learning)
to consult the Office of AccessABILITY located in Room 506 to secure necessary academic accommodations. For further information and assistance please call 646-313-8061.

**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.

**Textbooks**
Guttman does not have a college bookstore. Students should be directed to purchase or rent books online.


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.

Federal law (HEOA 2008) requires all colleges to publicize the materials assigned for each course, GCC is using CUNYfirst’s textbook feature for this purpose. Step by step instructions for inputting course textbook information into CUNYfirst is available from the Office of Academic Affairs and will be emailed at the start of each semester.

Books should be placed on reserve in the Guttman Information Commons. To place books on reserve, please email your request to library@guttman.cuny.edu. In addition, the Information Commons staff can prepare electronic LibGuides for your course with scanned articles, book chapters, and other materials on request. To request a LibGuide, please contact Information Literacy Librarian Meagan Lacy at meagan.lacy@guttman.cuny.edu. Please note: copyrighted material must not be posted to public ePortfolios. If you plan to make course materials available electronically, please consider using a LibGuide.
Faculty teaching Mathematics courses should contact Rebecca Walker, Program Coordinator for Mathematics, to confirm the textbook ordering process at Rebecca.Walker@guttman.cuny.edu.

Selected Academic and Student Policies
A complete listing of Academic & Student Policies can be found on the Guttman website: http://guttman.cuny.edu/academics/AcademicPolicies/AcademicMatters82115.pdf

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 that 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 OAA ePortfolio.

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 and Requirements

1. Confirm date(s), time(s), and location(s) for your course(s) in CUNYfirst: https://home.CUNYfirst.cuny.edu/

2. Confirm course description in Guttman Course Catalog and review syllabus template which is emailed to faculty at the start of the semester and a copy of which is located in this Handbook in Appendix 3. The Course Catalog can be found on the Guttman website at: http://guttman.cuny.edu/academics/CourseCatalog.html.

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: http://guttman.cuny.edu/academics/academiccalendar.html.

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 required statements are included in the Faculty Handbook under “Syllabi Guidelines”.

5. Submit syllabus to dean.aa@guttman.cuny.edu. You will receive a reminder via email.

6. Review the Instructional Principles included in the Faculty Handbook under “Instructional Guides and Resources”.

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


9. Submit Certification of Attendance Roster (COA) via CUNYfirst according to the deadlines listed in the Academic Calendar (http://guttman.cuny.edu/academics/academiccalendar.html). You will receive an email reminder. During the second week of classes each semester, faculty are required to log into CUNYfirst and submit a certification of attendance roster. Faculty will 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.
10. Submit Grades via CUNYfirst according to the deadlines listed in the Academic Calendar which can be found at: http://guttman.cuny.edu/academics/academiccalendar.html. You will receive a reminder email. The Grade Rosters are made available and accessible to faculty in CUNYfirst after the Culminating Experience Final Exam periods end; the exact day will be listed in the Academic Calendar. It is imperative that semester grades are submitted in a timely manner by the deadline as any delay may impact student receipt of financial aid and eligibility to graduate on-time. Please find the College Grading Glossary in Appendix 2 of this Handbook.

**Student Academic Discipline**

**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 located at http://guttman.cuny.edu/wp-content/uploads/2014/08/FacultyReportForm2.pdf, 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 at: http://guttman.cuny.edu/academics/academic-policies/

**Student Discipline**

Disciplinary proceedings are designed to address repeated or serious infractions of Guttman’s academic integrity or student conduct code; gender-based offenses such as predatory activity, stalking, harassment or assault; discrimination based on protected characteristics, as well as other behaviors that unreasonably interfere with a student’s ability to pursue his or her education or an employee’s ability to perform his or her job. Any Guttman community member who believes himself or herself a victim of student misconduct may file a charge or allegation with the Dean of Student Engagement against
the student (‘respondent’), which, if proved, may subject the respondent to disciplinary action.

Penalties may range from expulsion, conditional dismissal or suspension for one term or more, to campus or community service requirements, to removal from or loss of student club or extracurricular activity privileges, to retention subject to specified conditions and so forth. Depending on the circumstances, Guttman may implement emergency interim measures such as temporary suspension, ‘no contact’ orders, health or counseling service requirements, room or house or program reassignments until formal proceedings are complete.

Guttman will take every step necessary to protect persons involved in disciplinary proceedings in any capacity against retaliation for reporting an incident or for participating in a hearing or investigation of a complaint. Any staff, faculty member or student who retaliates against an individual or entity who complains of harassment or who participates in any capacity in the investigation of a complaint or a hearing, violates College policy and will be subject to sanction. Complaints of retaliation should be reported as violations of CUNY regulations or Guttman’s conduct code.

Guttman will maintain the confidentiality of the proceedings to the greatest extent possible, consistent with the law and its goal of conducting a thorough and complete investigation. Ongoing efforts will be made to safeguard the privacy and rights of all persons involved.

You may access further information at:
http://www.guttman.cuny.edu/academics/AcademicPolicies.html

FERPA (Family Educational Rights and Privacy Act)
Instructional teams abide by the regulations of the Family Educational Rights and Privacy Act regarding maintaining the confidentiality of student educational records. 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 2015-2016 Guttman College Bulletin.
Integrated Academic Support

Instructional Teams

Instructional teams are central to the model of the Guttman Community College and provide a collaborative setting across academic and student affairs. The first-year core is led by instructional teams associated with extended learning communities: City Seminar I & II, Ethnographies of Work I & II, Statistics, and Composition I. In order to provide integrated support to students with varying strengths and backgrounds, each team includes Student Success Advocates, Graduate Coordinators, Peer Mentors and Library Staff, in addition to faculty. Each team works with one “house” of students each: three cohorts of approximately 25 students.

Team Meetings

During the semester, faculty, Student Success Advocates, 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 Student Success Advocate 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.

The Advising Team
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 beyond the first year they receive advisement from Career Strategists.

Contact:
Danielle Insalaco-Egan          Frantz Louis
Director of Student Support and Associate Director of Student Support
and Academic Achievement Academic Achievement
danielle.insalaco-egan@guttman.cuny.edu frantz.louis@guttman.cuny.edu
Tel. 646-313-8067               Tel: 646-313-8195

Student Success Advocates
Student Success Advocates (SSAs) are expert advisors, guides and coaches that support students’ academic, professional, and personal 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 external sources as needed. In addition to providing proactive advisement, each SSA leads three sessions of the LaBSS component of Ethnographies of Work I & II. LaBSS is described in more detail below. 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.

**Graduate Coordinators**
Like our peer mentors and SSAs, the graduate coordinators provide embedded support to our students. Graduate coordinators are graduate students from across disciplines and are hired to facilitate Studio sessions. They are an important member of the instructional team and they may also work with students outside of classes on areas where they need additional help and support.

**Peer Mentoring**
The Peer Mentoring Program is an integral component of the academic and co-curricular student experience at Guttman Community College. Academic Success Peer Mentors, Admissions & Access Peer Mentors, and Leadership & Service 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 Assistant Directors of Mentoring & Student Success, Peer Mentors are visible, active, and invested in the development of an inclusive, academically-focused community. After successfully completing their first academic year, students have the opportunity to apply for a Peer Mentor position.

There are three types of Peer Mentors:

- Academic Success Peer Mentor (ASPM)
- Admissions & Access Peer Mentor (AAPM)
- Leadership & Service Peer Mentor (LSPM)

**Academic Success Peer Mentor (ASPM)**
ASPMs provide students with assistance in areas including study and test-taking strategies, organization, collaboration strategies, time management, syllabus comprehension, and using online resources. ASPMs work with members of the Instructional Teams (including Faculty, Student Success Advocates, and Information Commons Staff) to provide integrated support to students with varying backgrounds and strengths. There are two types of ASPMs:

**Studio ASPM**
Working alongside Graduate Coordinators, Studio ASPMs facilitate a weekly 90-minute session called Studio. Studio is designed for students to practice, reflect, and develop the skills essential to engaging in the craft of successful academic study. Studio ASPMs plan and facilitate activities that allow students to assess academic strengths, identify areas for development, and practice core academic skills. Studio ASPMs also assist students in creating a virtual learning community through e-Portfolio by sharing work-in-progress and commenting and reflecting on student work.
Meet-Up ASPM
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.

Admissions & Access Peer Mentor (AAPM)
AAPMs provide prospective students and families with a clear understanding of the Guttman experience and guide them through our unique admissions process. They advise students on academic policies and programs, campus life, and curricular and co-curricular activities. Additionally, AAPMs play a crucial role in the implementation of Admissions & Access events.

Leadership & Service Peer Mentor (LSPM)
LSPMs engage students in campus life by planning and implementing a variety of student-centered workshops and activities which foster a sense of social responsibility. LSPMs assist Student Success Advocates in weekly advisement sessions known as LaBSS (Learning about Being a Successful Student). They also provide ongoing guidance and programmatic support to the Student Government Association (SGA) and emerging student organizations. Peer Mentoring is located in the Info Commons in Room 105. peermentoring@guttman.cuny.edu.

Academic Support
The goal of Guttman’s Tutoring Program is to work with students to help them discover their academic power to succeed at Guttman and beyond. Tutors, who are located in the Learning Lab, offer 1-on-1 academic support services for Writing, Math, Science, Social Science, Information Technology and Business classes. Appointments can be made with Tutors via the “Services” tab on Starfish.

Guttman Tutors are educators with have area expertise(s) and/or teaching/tutoring experience in their subject areas. Tutors serve all Guttman students but the Tutoring Program also conducts targeted outreach to students who are on or headed toward academic probation.

Contact:
Bindi R. Patel
bindi.patel@guttman.cuny.edu
Tel. 646-313-8119, Room 105
**AccessABILITY Services**

Students whose disabilities may require accommodations which includes but is not limited to extended time on exams and use of scribe are required to schedule a student intake with the Office of AccessABILITY Services as early as possible. It is advisable to speak with the Assistant 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: [http://catsweb.cuny.edu/Documents/Reasonable_Accommodations.pdf](http://catsweb.cuny.edu/Documents/Reasonable_Accommodations.pdf). Please find the AccessABILITY Frequently Asked Questions guide (FAQ) in appendix 6 of this Handbook.

**Accommodation Cards**

Effective since Fall 2014, students who register with the Office of AccessABILITY are given cards to present to faculty regarding the accommodations they should receive in classes. Students must present their card to their instructors in order to receive the accommodations to which they are entitled.

**Sample card**

<table>
<thead>
<tr>
<th>APPROVED ACCOMMODATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exam Accommodations</strong></td>
</tr>
<tr>
<td>• Separate location</td>
</tr>
<tr>
<td>• Use of computer for writing</td>
</tr>
<tr>
<td>• Break</td>
</tr>
<tr>
<td>• Use of calculator</td>
</tr>
<tr>
<td>• Spell check</td>
</tr>
<tr>
<td>• Extended time (1.5x)</td>
</tr>
<tr>
<td>• Extended time (2x)</td>
</tr>
<tr>
<td>• Extended time (30 min.)</td>
</tr>
<tr>
<td>• Reader for exams</td>
</tr>
<tr>
<td>• Scribe for exams</td>
</tr>
<tr>
<td>• Enlarged format</td>
</tr>
<tr>
<td><strong>Class Accommodations</strong></td>
</tr>
<tr>
<td>• Enlarged format hand-outs</td>
</tr>
<tr>
<td>• Record lecture</td>
</tr>
<tr>
<td>• Use of computer for note taking</td>
</tr>
<tr>
<td>• Note-taker in class</td>
</tr>
<tr>
<td>• Tool to Speech screen reader</td>
</tr>
<tr>
<td>• Special seating</td>
</tr>
<tr>
<td>• Use of Assistive Technology</td>
</tr>
<tr>
<td>• Assistive Listening Device</td>
</tr>
<tr>
<td>• Sign-Language interpreting services</td>
</tr>
<tr>
<td>• Captioning services</td>
</tr>
</tbody>
</table>

If you have any questions, please call AccessABILITY Services at 646-313-8102. Please return card to: Guttman Community College 50 W, 404-36, New York, NY 10012.

**Contact:**

Crystal Vasquez, Assistant Director of AccessABILITY Services

crystal.vasquez@guttman.cuny.edu

Tel: 646-313-8812, Room 506A
WELLNESS Services
Guidelines for Handling Distressed and/or Disruptive Students
A Guide for Guttman Community College Faculty and Staff

The Wellness Clinician, Office of Student Engagement (OSE) and The BIT Team (Behavioral Intervention Team) are equipped to assist you in the process of handling disruptions and providing personal, psychological and/or academic counseling to students. All services are confidential and free of charge. Please feel free to contact the Clinician, OSE or the BIT Team for further information.

In cases of distressed or disruptive students notify the Guttman Community College BIT Team (Behavioral Intervention Team). Once the student is removed by Security or has left the class on his or her own, report the incident to the BIT Team by completing a report. The form for reporting is available on the GCC website, a hard copy can be obtained from the Office of Wellness Services, Office of Student Engagement or you may obtain it from the Academic Forms folder on the N Drive. You can also discuss the situation with a BIT Team Member. Depending on the situation a recommendation and intervention by the BIT Team may serve to resolve the situation. In some cases, depending upon the severity of the disruption, it may be necessary to pursue disciplinary action, including suspension from Guttman Community College.

WELLNESS Services
Contact:
Courtney Stevenson
Wellness Clinician
courtney.stevenson@guttman.cuny.edu
Tel: 646-313-8165, Room 507
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. Students who apply for awards of more than $65.00 will be interviewed by members of the Committee. 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:

http://www.guttman.cuny.edu/students/StudentEmergencyGrantFund.html. If any of your students have urgent financial needs, please tell them about the Petrie Emergency Grant Fund.

Single Stop
Single Stop’s motto is, “you only need to make a single stop.” Single Stop assists students and their families in receiving basic necessities such as: food; child care; health care coverage; emergency funding; screening for public benefits; resources for housing/shelter; direct financial coaching; and legal help. Services Include:

• Screening to assess eligibility for public benefits: food stamps, Medicaid, housing, etc.;
• Financial counseling: creating a budget, building or repairing credit, and more;
• Legal counseling: assistance with immigration issues, eviction, domestic violence;
• Referrals to social service agencies, Health care: assistance with receiving health insurance, Child care. Nutritional assistance;
• The Carroll and Milton Petrie Student Emergency Fund application: financial support for students who are facing urgent financial emergencies that threatened their attendance and success at school.

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

Student Government Association (SGA)
Elected by the student body, the Student Government Association (SGA) is committed to serving their fellow students and to being a voice for the Guttman community. Democratic elections are held every April for positions within the SGA, granting students the opportunity to campaign and vote for the college experience they want. The SGA supports students’ academic and professional development, helps fund and organize clubs and other social activities, and advocates for community engagement.

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.

United Men of Color (U-MOC)
The United Men of Color ‘U-MOC’ program at Stella and Charles Guttman Community College is designed to provide an inclusive and supportive space where men of color, particularly, can receive academic support, mentoring, and the opportunity to engage in social-cultural dialogue that will enhance their understanding of self and their relationship to different communities. U-MOC was founded to help underrepresented men overcome social inequalities that lead to poor academic performance, and are associated with weak enrollment, retention and graduation from higher education institution. In addition, the U-MOC program exists to provide a space where underserved and underrepresented men can feel empowered to find their individual voices as they navigate the college environment.

U-MOC also aims to develop a long lasting bond between program participants who are identified as Scholars, and program mentors. U-MOC will empower its Scholars to be self-advocates, to seek and sustain mentorship and community, and to expand their perspective on issues that are most relevant to them. Our Scholars will participate in a variety of activities that include but are not limited to monthly workshops, community service programs, and program initiatives designed to build character and a sense of community amongst participants.

Not Just Numbers
The primary purpose of Not Just Numbers is to invite students who are naturally curious about mathematics to explore its intrigue and beauty, to support students in their desire to strengthen their mathematical knowledge and problem-solving skills, and to help math-phobic students realize they can be successful in academic environments requiring mathematical competency. Not Just Numbers achieves this purpose in various ways not limited to recreational mathematical activities (such as movies and games), preparing for
and participating in math competitions, and learning about deeper mathematical topics not covered in the standard courses offered at Guttman.

**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. It is equipped with table tennis, a pool table, a synthesizer piano, a television for video games and a double shot arcade basketball system. The student Lounge and Game Room are located on the lower level.
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 CUNYSTART and Summer Start programs.

Testing Accommodations
Students entitled to accommodations for any of the above tests are provided with same.

The CUNY Assessment Tests (CAT) evaluates competencies in the areas of reading, writing and mathematics. Students take these tests when they are first admitted 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 page of the CUNY website.

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 70 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 four sections:

• Numerical skills; pre-algebra • College algebra
• Elementary algebra • Trigonometry

A score of 40 or higher on the Elementary Algebra portion of the test demonstrates proficiency in math.

Re-Testing
For students who do not demonstrate proficiency on entry to Guttman Community College, there will be opportunities to do so through re-testing over the course of the first year. The Office of Testing Services coordinates these opportunities.

Contacts:
Yvonne Rubie		Terry Houston
Academic Testing Director	Testing Specialist
Tel. 646-313-8172		Tel: 646-313-8006
testing@guttman.cuny.edu	testing@guttman.cuny.edu
The Information Commons 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:
http://library.guttman.cuny.edu/library/

Library resources and study space are available. Peer Mentoring and Peer Mentor Meet-Ups for academic support happen in the IC. Copies of textbooks for courses are held. ePortfolio skill sessions are offered. Laptops loans and student computing support are available. Media-scape tables with projection screens are available for sharing work. Loans of books and remote access to e-resources require a library barcode; IC Staff can assign one to the back of your Guttman ID card on the spot. Staff is available during all scheduled open hours. Interlibrary loan is available to you and can be initiated from our online forms: http://library.guttman.cuny.edu/library/?service=ill

Our Information Literacy Librarians are available to collaborate with you on developing assignments, delivering information literacy course or discipline related content, addressing student citation management and academic integrity matters, and for consultations on research in support of your Guttman responsibilities. Need to request library instruction for your students / course?
https://docs.google.com/forms/d/e/1FAIpQLSeq-f2ANqlO9sqfsfaKbBKbxcTm-1LSycZbZhRTshenIXEdiQ/viewform

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.

Call, email, or visit us in person. We will get you the research help you need.

Location: First floor adjacent to the Atrium.

Hours (while classes are in session):
Monday-Thursday: 7:00 a.m.-10:00 p.m.
Friday: 7:00 a.m.-8:00 p.m.
Saturday and Sunday: Noon-5:00 p.m.
(Saturday hours are under consideration for adjustment now that Saturday classes have been added to the schedule. Check our hours:
http://library.guttman.cuny.edu/library/?page=hours

Contact Info:
Information Commons
Library Desk
library@guttman.cuny.edu
Tel: 646-313-8090

Amy Beth
Chief Librarian
amy.beth@guttman.cuny.edu
Tel: 646-313-8091
ADDITIONAL INFORMATION:

Electronic Resources
Students and faculty have access to over 100 databases covering a wide range of disciplines. These aggregate databases provide easy access to over 50,000 full-text electronic journal and magazine titles which are easily accessed through the library website. In addition, students have access to over 200,000 ebooks which are searchable in the online catalog. Electronic resources are available remotely 24/7/365. In addition to our onsite collection, Guttman students and faculty have access to more than eight million books held by CUNY’s 24 colleges via the University’s online catalog. The College is located less than half a block from the Stephen A. Schwartzman Building of the main research library of the New York Public Library whose resources 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. A circulating branch of the NYPL sits on an adjacent corner.

Policies and Procedures
Items are checked out of the Information Commons using your faculty ID card, which has a Guttman Information Commons 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 intended for the staff to use in the classroom.

Books may be renewed online:
- Enter your 14 digit library barcode (beginning with 2) in the textbox marked Barcode. (Do not enter spaces or dashes.)
- Your Password is your 14 digit library barcode entered again. (NOTE: Your library barcode will remain your password unless you change it.)
- If you have never used the Guttman Information Commons, please go to the Circulation Desk and ask to have your patron record activated before attempting to log-on.
- When you are in your patron record, you may renew charged out material.

CLICS: Request Books from other CUNY Libraries
CLICS is the system we use for intra-CUNY borrowing. If the GCC does not have a book that you want, you can request a book from any of the 24 CUNY libraries. The book will be delivered to Guttman for your use. Once handed to you, online renewals and permission to return the item here or to any other CUNY campus is permitted.
How to Use CLICS:

- Search the CUNY+ Union Catalog [https://libsearch.cuny.edu](https://libsearch.cuny.edu)
- Click title to display the book record
- Click Request a Copy
- Enter your username and password (Both are your CUNY library barcode number, until you change the password)
- Guttman is the default campus. Click to change the location if so desired.
- Click Go to finish. You will see a confirmation message.
- An email is sent to you when your book is available
- Logout of your CUNY+ session
- Renew items online in CUNY+ “My Account”
- Renewals and fines of lending library apply, see CUNY Libraries Circulation Policies
- The CUNY Graduate Center allows patrons to check out CD, DVD, VHS via CLICS; other CUNY libraries do not.
- Use “Request This Copy” to request or hold a targeted item in local CUNY library catalog.

Interlibrary Loan (ILL)

Interlibrary Loan (ILL) is a service that obtains library materials that are not otherwise available through Guttman’s access or holdings. ILL services are extended to faculty, staff and students. In order to use ILL services, you must have a current ID that has been validated at the Circulation Desk in the library. [http://library.guttman.cuny.edu/library/?service=ill](http://library.guttman.cuny.edu/library/?service=ill)

The Library absorbs ILL costs, so ILL is free; however, you are responsible for overdue and lost book fees. ILL will not request a book that is available at Guttman, or the New York Public Library. For items held at other CUNY schools, please utilize CLICS (described above).

Copyright and Fair Use

Title 17 of the United States Code, the [United States Copyright Act](https://www.copyright.gov/), 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.
IC librarians are also available to provide additional guidance on using copyrighted materials.

**Research Guides/LibGuides**
Research guides, or LibGuides, are web pages of useful resources accessible through the IC homepage. Compiled by the librarians, faculty and even students, LibGuides (http://guttman.cuny.libguides.com/) are created for specific courses, assignments or general topics and provide a useful place for students to begin their research. To have a LibGuide created for an assignment or a course, please contact an Information Literacy Librarian at library@guttman.cuny.edu.

**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. We purchase a minimum of one copy of everything required for class. Scanned documents or chapters not to exceed 25% of a book can be put in the eReserves module or uploaded to ePortfoliodigication. If uploaded to ePortfolio/Digication, 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. The eReserves module makes it easy for students to find reserve readings. Just go to http://guttman.cuny.libguides.com/ and click on the eReserves tab at the top. Students can search by course name, number or last name of the instructor. Physical items placed in the IC Reserves include books, audio content, films, and personal copies. Items on reserve are available as a 3-hour Reserve loan. Some Reserve loans may be checked out for a 3-day period.

**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 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 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. Further information on reappointment, promotion and tenure at GCC can be found at: http://guttman.cuny.edu/faculty-staff/ReappointmentPromotionandTenureGuidelines.pdf.

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 http://www2.cuny.edu/about/administration/offices/legal-affairs/ethics/.
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 Office of Academic Affairs for approval.

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**

Guttman Community College sincerely hopes you will enjoy the utmost in health and safety. At some point however, accident, illness, or other unforeseen emergency may affect your working life directly or indirectly. 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)

**Instructional Staff Monthly Leave Record**: Accurate recording of your faculty time and leave balance is crucial. In the event you should become ill, it is absolutely essential that you and the College have an accurate understanding of the temporary disability leave available to you. In addition, eligible permanent instructional staff who are members of a retirement system “…shall upon application be granted a retirement leave with full pay consisting of one half of their accumulated unused sick leave up to a maximum of one semester.”

All faculty absences, whether expected or unexpected, short- or longer-term, must be accounted for. Faculty time and leave balances are recorded on a monthly basis, whether or not you were ill during the month, using the Instructional Staff Monthly Leave Record.

If you expect your absence to be of a short-term nature (generally, less 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 Instructional Staff Monthly Leave Record.
If you expect your absence to be of a long-term nature (generally, extending beyond five consecutive working days):

If able to do so, and as soon as possible, you must:

- Communicate your circumstances, including the reason and anticipated length of absence, to the Dean or Associate Dean of Academic Affairs
- The Dean or Associate 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 guidance and forms.

The Dean or Associate 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 or Associate 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).

Adjunct Faculty

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 semester. 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.

**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. CUNY offers the Stewart Travel Award of up to $500 to assistant professors. We hope that all faculty will avail themselves of this opportunity to support research, the scholarship of teaching and learning, and student learning at Guttman.

The CUNY Human Research Protection Program
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). Guttman does not have its own IRB office or dedicated IRB officer. Like other CUNY schools, we use the central CUNY IRB office which is facilitated through the HRPP/IRB software, Ideate.

For more information about CUNY HRPP/IRB, getting started with research and how to use Ideate, visit http://tinyurl.com/guttmanhrpp or contact Guttman’s HRPP Coordinator, Alison Weingarten at alison.weingarten@guttman.cuny.edu.

Grants
Faculty should utilize the GCC Grant Routing Form (which is available in the Academic Affairs Forms folder located on the N Drive and on the OAA ePortfolio), having this form
completed at least two weeks prior to the submission deadline of a grant application to a grantor. The form requires you to have the budget for your grant reviewed by the GCC Business Office. After the Business Office has reviewed your grant proposal, you should submit the authorization form to the Office of the Academic Affairs via email to dean.aa@guttman.edu or in-person to the executive assistant to the dean of Academic Affairs. Upon the OAA’s 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.

Please note that grants that include reassigned time will require additional approval from the Provost.

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
The College is required to obtain proof of employment eligibility before or within three days of a new employee’s hire date. A complete listing of acceptable documentation may be obtained from the Office of Human Resources.

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: Elielce Yoesoep, Human Resource Specialist, elielce.yoesoep@guttman.cuny.edu, Room 707, 646-313-8024

Tuition Waivers
Full-time instructional staff are eligible on appointment to receive tuition waivers for up to $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 and Spring 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 Waiver form can be found in the Academic Affairs Forms folder located on the N Drive as well as the University 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.

Contacts:
- Linda Merians, Chief Diversity and Title IX Coordinator, linda.merians@guttman.cuny.edu, Room 706C, 646-313-8023
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 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.

For more information you may contact the Diversity Program Manager, Arlene Peterson at arlene.peterson@guttman.cuny.edu or 646-313-8825.

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, set forth here: Manual of General Policy (Policy 4.01 Computer Resources Use)

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 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.

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.

**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 [College Bulletins and Policies](#) page on the GCC website.

Any member of the Guttman community may report any allegation of unwelcome conduct of a sexual nature to Chief of Staff Dr. Linda Merians, Public Safety Director Anastasia Koutsidis, or Director of Human Resources Nila Bhaumik. 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:**
- Linda Merians, Title IX Coordinator, [linda.merians@guttman.cuny.edu](mailto:linda.merians@guttman.cuny.edu), Room 706C, 646-313-8023
If a faculty member becomes aware of any incident of student on student harassment they should report it to the Title IX Coordinator, Dr. Linda Merians.

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.

Employees who experience sexual harassment, violence or discrimination should bring their complaint to one of the following campus officials/offices:

Contacts:
- Linda Merians, Chief Diversity and Title IX Coordinator, linda.merians@guttman.cuny.edu, Room 706C, 646-313-8023
- Anastasia Koutsidis, Public Safety Director, anastasia.koutsidis@guttman.cuny.edu, Room 027, 646-313-8001
- Nila Bhaumik, Director of Human Resources, nila.bhaumik@guttman.cuny.edu, Room 708, 646-313-8862
Once any of the individuals above is notified of harassment, violence or discrimination, s/he will coordinate with the appropriate College offices to investigate, prevent its recurrence, and address its effects.

**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.

**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 modest 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 website.
College Offices and Centers

Office of the President
The President is the chief executive officer of the College. The president has the responsibilities and authorities set forth for Presidents in the Bylaws and policies of the CUNY Board of Trustees.

President
Scott E. Evenbeck
Scott joined CUNY in 2011 as Gutman Community College’s Founding President. He served as professor of psychology and founding dean of University College at Indiana University-Purdue University, Indianapolis. He joined the psychology faculty there after completing his Masters' and Doctorate in Social Psychology at University of North Carolina at Chapel Hill. He earned his Bachelor's degree in Psychology at Indiana University at Bloomington. Read more.

Chief of Staff
Linda Merians
Linda Merians joined Gutman Community College as Chief of Staff in September 2013. She came to CUNY in 2012, working for The Graduate Center and the Invest in CUNY campaign. Previously, she worked at SUNY Stony Brook as Chief of Staff for President Shirley Strum Kenny. Dr. Merians earned her Ph.D. and M.A. degrees at the University of Maryland, and her B.A. from Manhattanville College. Read more.

Legal Counsel and Labor Designee
Lynette M. Phillips
Lynette M. Phillips, an attorney specializing in higher education law for more than 20 years, is Legal Counsel for Gutman Community College. She also advises CUNY's Graduate Center, Graduate School of Journalism, Macaulay Honors College and School for Professional Services. Read more.

Director of Government Relations and External Affairs
Lavita McMath

Associate Director of Communications
Bruce Lyons

Manager of Events and Alumni Relations
LaToya Jackson

Communications Coordinator
Omairys Rodriguez

Executive Assistant to the President
Nina Conroy
Office of the Vice President for Academic Affairs and Provost

Interim Vice President for Academic Affairs and Provost
Stuart Suss
Stuart Suss is a New Yorker, born and raised, and educated in the New York public school system. He received his B.A. in History from the College of the City of New York in 1964; his M.A. in History from New York University in 1966, and his Ph.D. in History from New York University in 1975, with the dissertation *Roots of a revolution: Mexican labor agitation 1906-1907*. Dr. Suss joined the faculty ranks of the Department of History, Philosophy, and Political Science at Kingsborough Community College in 1970, and served as a tenured full Professor from 1986-2015. From 2003-2013 he served as Vice President for Academic Affairs and Provost at Kingsborough Community College. Several times in his career Dr. Suss has been called upon to mentor new CUNY provosts, and at the time of his retirement he was the longest serving CUNY provost. He now steps out of retirement to serve as Interim Vice President for Academic Affairs and Provost at Stella and Charles Guttman Community College, pending a national search.

Dean of Academic Affairs
Patricia L. Price
Dr. Price joined Guttman in September 2015. Prior to coming to the College, Dr. Price had served for 19 years as a Professor of Geography at Florida International University in Miami. She has obtained significant federal funding for her research from the National Science Foundation and the National Endowment for the Humanities. Dr. Price is an internationally recognized urban and cultural geographer whose scholarship explores Latino/a neighborhood dynamics, critical geographies of race and ethnicity, and diversity in higher education. She has authored four books.

Associate Dean for Assessment and Technology
Laura M. Gambino
Dr. Gambino joined the College in August 2012 as a Professor and Faculty Scholar for Teaching, Learning, and Assessment. As Associate Dean for Assessment and Technology she oversees assessment as well as academic technology for the College. She has extensive experience planning and leading complex, multi-year technology related projects.

Associate Dean of Academic Affairs
Marissa R. Schlesinger
Ms. Schlesinger joined Guttman in August, 2015 prior to joining the College she spent 13 years at Kingsborough Community College, CUNY, where she taught Art History from 2002-2010, and from 2010-2015 served as Associate Director and then Director of Academic Affairs and de facto Chief of Staff to the Vice President for Academic Affairs and Provost. Ms. Schlesinger’s areas of specialization in academic administration include enrollment management, academic scheduling, equity, and learning communities.

Executive Assistant to the Provost Keteyaw Harrison-Melville
Assistant to the Associate Dean for Assessment and Technology Yolelda Ira
Assistant to the Associate Dean of Academic Affairs Rex Agyemang
Office of the Vice President for Administration and Finance

Vice President for Administration and Finance
Mary E. Coleman

Mary E. Coleman is a dedicated and long-serving CUNY administrator. Most recently, she served for 17 years as the Vice President for Finance and Administration at Bronx Community College. Before working at BCC, Ms. Coleman served as the Dean of Administration and Finance at Eugenio Maria de Hostos Community College. As Interim VP Mary oversees the Business Office, Information Services, the Offices of the Registrar, Public Safety, Bursar, Admissions, Financial Aid and the Office of Facilities and Planning. Read more.

Assistant Vice President for Financial and Business Services.
Donovan Thompson
Mr. Thompson has 27 years of CUNY experience in various areas of financial operations, accounting and accounts payable, budget, purchasing, payroll, auditing and internal controls. In his former position as the Executive Director for Financial and Business Services at Bronx Community College/CUNY, Mr. Thompson was responsible for preparing and implementing the strategic goals for the College’s business operations; and administering and managing the day-to-day business affairs of the College. Mr. Thompson holds a Master’s degree in Higher Education Administration from Baruch College and a Bachelor’s degree in Business Administration and Accounting from York College.

Finance Budget Director
Mickey Matos
Mr. Matos reports directly to the Assistant Vice President for Financial and Business Services and is responsible for the day-to-day budgetary operations of the College. Mr. Matos has over 22 years of higher education experience in various areas of financial services and budget operations management as well as extensive experience knowledge of the financial module of CUNYfirst. Prior to accepting this position, Mr. Matos served as the Finance Budget Director at Bronx Community College/CUNY. Mr. Matos has a B.S. in Computer Science from Lehman College and a B.B.A in Finance and Investments from Baruch College/CUNY.

Chief Information Officer
John Stroud

Business Officer
Arlene Isaacson

Director for Finance and Business Affairs
Stephen Feger
Director of Human Resources
Nila Bhaumik

Director of Admissions
Sophea So

Associate Director of Financial Aid
Nick Simons

Director of Facilities and Planning
Shirley Law

Director of Campus Operations
Joseph Stevens

Registrar
Marisol Cortes

Bursar
Jeanne Schlosser

Public Safety Director
Anastasia Koutsidis
Office of the Dean for Strategic Planning and Accreditation

Dean of Strategic Planning and Accreditation
Stuart Cochran

As Dean of Strategic Planning and a member of the senior staff, Dr. Cochran is involved in many of the day-to-day issues of building a new college. As a member of the New Community College planning team since early 2009 and a Deputy to the then Project Director, he helped guide the process that led to approval by the CUNY Board of Trustees and the New York State Department of Education of the Application for Opening a New College and A Proposal for the Initial Programs of Study (January 2011). From 2012 to 2016 he has overseen the extensive work at the college in developing plans for assessment (both student learning outcomes and institutional effectiveness) and in preparing for an accreditation site visit by NYSED that led to a vote in December 2012 by the Board of Regents accrediting the College for five years with an interim report after three years. He was the College’s co-liaison of the Foundations of Excellence first year self-study. As the Middle States Commission for Higher Education accreditation liaison officer, he is co-director of the Guttman Self-Study Steering Committee overseeing the multi-year Middle States process. Dr. Cochran is the elected Secretary to the Guttman College Council, and he oversees the Office of Testing, in addition to his leadership of strategic planning. Read more.

Director of Academic Testing
Yvonne Rubie

Academic Testing Specialist
Terry Houston

Executive Administrative Assistant
Angie Sadhu
Office of the Dean of Student Engagement and Success
The Office of Student Engagement provides support and outreach to the Guttman community to promote academic achievement, student success, and personal development.

Dean of Student Engagement
Charles H. Pryor, II

Dean Pryor has been in education for over 17 years. His journey began with a B.T. from The New York Institute of Technology in Old Westbury, New York and continued with earned degrees/certifications in Not-for-profit Management, Human Relations, Counseling and Alcohol & Substance Abuse Education. Charles’ professional career encompasses nearly two decades practice in the private and public sectors of education at the high school and post-secondary education levels. As Dean of OSE he oversees student advisement, Single-Stop, Leadership, Peer Mentoring, as well as Wellness and AccessABILITY. He is currently working towards his Doctorate in Educational Leadership with a concentration in Higher Education.

Associate Director of Student Conduct & Community Standards
Carolee Ramsay

Director of Student Support and Academic Achievement
Danielle Insalaco-Egan

Associate Director of Student Support and Academic Achievement
Frantz Louis

Director for Mentoring and Student Success
Daniel Ambrose

Associate Director of AccessABILITY Services
Crystal Vasquez

Single Stop Specialist
Kednel-Gregory Jean

Wellness Clinician
Courtney Stevenson

Student Engagement Coordinator
Esperanza “Essie” Martin
The Center for College Effectiveness

The Center for College Effectiveness promotes the **BIG IDEA**.

**Bringing**

**Improvements to**

**Guttman through**

**Institutional research**

**Data use**

**Engagement of stakeholders, and**

**Assessment**

The CCE is an on-campus resource and work-space that

- Analyzes data about student demographics and performance
- Administers college-wide surveys
- Partners with units to facilitate institutional assessment efforts
- Provides information to the Guttman community in support of decision-making

**Contacts:**

Elisa Hertz, Director

Alison Weingarten, Associate Director

[cce@guttman.cuny.edu](mailto:cce@guttman.cuny.edu)

**Learn more**

[tinyurl.com/guttmanidea](https://tinyurl.com/guttmanidea)
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 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.

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

Appendix 1: Guidelines for Managing Classroom Laptops
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.
- It is the faculty member’s responsibility 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.

**IT Helpdesk contact information:**

**Phone numbers:**
- From an outside line: 646-313-8008
- From an office phone: 3-8008
- From the in-class phone: Dial 1
- Location: 3rd floor, room 304

Any additional technology needs should also be directed to the helpdesk at helpdesk@guttman.cuny.edu.
Appendix 2: Grading Glossary and Guidelines

Faculty at Stella and Charles Guttman Community College must assign grades based on the glossary. 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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Explanation</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.70</td>
</tr>
<tr>
<td>B+</td>
<td></td>
<td>3.30</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.70</td>
</tr>
<tr>
<td>C+</td>
<td>Satisfactory</td>
<td>2.30</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>1.70</td>
</tr>
<tr>
<td>D</td>
<td>Passing</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>Failure/unsuccessful completion of course</td>
<td>0.00</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td>--</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawed</td>
<td>--</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>
</tr>
<tr>
<td>WD</td>
<td>Withdrew Drop (Dropped after FA cert date during the program adjustment period. Student attended at least one class session)</td>
<td>--</td>
</tr>
<tr>
<td>WN</td>
<td>Never attended</td>
<td>--</td>
</tr>
<tr>
<td>WU</td>
<td>Withdrew unofficially (after attending at least one class session)</td>
<td>0.00</td>
</tr>
<tr>
<td>NC</td>
<td>For courses in the First Year Experience, students will receive a grade of “NC” in lieu of a grade of “F” for failure to pass the course. The “NC” is also used for administrative actions such as disciplinary dismissals.</td>
<td>--</td>
</tr>
<tr>
<td>INC</td>
<td>Term’s work incomplete – “INC” Contract needed.</td>
<td>--</td>
</tr>
<tr>
<td>FIN</td>
<td>“F” from incomplete (used when the “INC” grade lapses to an “FIN” which is computed in the GPA as an “F”)</td>
<td>0.00</td>
</tr>
<tr>
<td>Z</td>
<td>No grade submitted by the instructor (a temporary grade assigned by the Registrar until the instructor submits the final grade)</td>
<td>--</td>
</tr>
<tr>
<td>PEN</td>
<td>Grade pending</td>
<td>--</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.”

Students who do not withdraw officially will receive a grade of “F” or “WU,” which is computed in the GPA as an “F”.

A grade of “W” is assigned to students who officially withdraw from a class after the refund 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 and did not officially withdraw. Faculty cannot assign this grade.

A grade of “WU” is assigned to students who attended a minimum of one class and stopped attending but did not officially withdraw.

The grade of “INC” (Incomplete): An instructor may assign the grade of “INC” (Incomplete) when the instructor deems that the work has not been completed and 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.

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, 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 submit a grade change form replacing the “INC” grade with the appropriate grade earned. The instructor and the student need to complete a Contract for Grade of Incomplete Form prior to the submission to the final grade of “INC”. The deadline may not exceed the last day of the term following the one in which the “INC” is assigned.

An Incompletes 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.
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.
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, list author(s), title, edition (if specific), retail price, ISBN. For coursepacks, list price. 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]

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.]

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, at [Academic Policies url link] 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 as amended and 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 506 to secure necessary academic accommodations. For further information and assistance please call 646-313-8061 or speak to your Student Success Advocate or Career Strategist.

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.

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>
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<th>Date</th>
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<th>Assignments due</th>
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Or:

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Or:

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<th>Activities:</th>
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<tr>
<td>Topic</td>
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Appendix 4: CUNY and Guttman Forms

The following lists of forms are all available in ePortfolio and 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 dean.aa@guttman.cuny.edu to request any available form. Many of these forms are in fillable PDF format.

1. Adjunct Workload Form
2. Authorization for Proposal
3. Change of Grade Form
4. Contract for a Grade of Incomplete (INC)
5. Guttman Endowment Request Form
6. Multiple-Position Form
7. Substitute Instructor Request Form
8. Testing Arrangement Form (TAF)
9. Travel Support Request Form
10. Approval for Conference Lodging Rate
11. Tuition Waiver Form
12. Full-Time Faculty Monthly Sick Leave Form
13. OSE Student Participant Travel Request Form
Appendix 5: AccessABILITY Frequently Asked Questions

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.
APPENDIX 6: Interim Governance Plan

A. Administrative Officers

1. President. There shall be a President of the New Community College who shall be the chief academic and administrative officer of the College and shall have the responsibilities and authorities set forth for Presidents in the Bylaws and policies of the CUNY Board of Trustees.

2. Provost, Vice Presidents and other administrative officers. The President may appoint a Provost, one or more Vice Presidents, and other administrative officers as are necessary in accordance with the established policies of the CUNY Board of Trustees for such appointments and may assign to them such duties and responsibilities as appropriate.

B. Faculty

1. The faculty of the College shall consist of all full-time and consortial faculty appointed to the College.

2. The faculty shall be appointed to the College as a whole and shall be assigned to teach in one or more programs, including the first-year experience.

C. Governing Body

1. The New Community College Council. The Council shall be composed of the following members:

   a. the President who shall serve as Chairperson and preside at meetings without vote except to break a tie. In the absence of the President, the Provost shall preside;

   b. the Provost and three persons appointed by the President from among the professional and administrative staff;

   c. all full-time faculty members appointed to the College;

   d. all faculty members from other campuses appointed as consortial faculty to the College;

   e. four members of the full-time non-teaching staff elected for two-year staggered terms by the full-time non-teaching staff of the College;

   f. two students and two alternates elected by the student body.
2. The Council shall elect a Secretary who shall keep the minutes and perform such other duties as may be assigned by the Council.

3. Meetings. The Council shall meet at least two times each semester. A majority of the members of the Council shall constitute a quorum. All members of the Council shall have one vote, except as provided above with respect to the President and except for votes on the awarding of degrees for which only faculty members may vote. Meetings of the Council shall follow Roberts Rules of Order Newly Revised, latest edition.

4. Duties. The Council shall be the governing body of the College and shall have the following duties and powers:

   a. to advance the College’s mission and goals, formulate educational policy, develop standards for admission, academic performance and degree requirements, as well as standards for the appointment and reappointment of faculty consistent with and subject to the Bylaws and policies of the CUNY Board of Trustees and other CUNY policies and procedures;

   b. to approve academic programs and curricula;

   c. to recommend the granting of associate degrees and program certificates to qualified candidates;

   d. to establish a student academic appeals committee;

   e. to consider any other academic matters and make recommendations to the President;

   f. to establish and abolish such ad hoc committees as it deems necessary, elect members to such committees for terms not to exceed three years as it deems proper, and consider the reports and recommendations of those committees.

5. Standing Committees

   a. Curriculum and Student Academic Support Committee

      (1) The Curriculum Committee shall be composed of:
      (a) the Provost;
      (b) seven members of the faculty elected by the Council for staggered two-year terms; and,
      (c) three members of the full-time non-teaching staff elected by the Council for staggered two-year terms.
(2) The Committee shall have responsibility for the curriculum, advising, academic support, academic technology, co-curricular activities, and other activities as the Council may assign.

(3) The Committee may establish and abolish subcommittees as it deems necessary.

(4) The recommendations of the Committee shall be reviewed, amended, approved or rejected by the Council.

b. Agenda Committee

(1) The Agenda Committee shall consist of:
   (a) the President or his/her designee;
   (b) four members elected by the Council for staggered two-year terms.
   (c) The Secretary of the Council shall be an ex-officio, non-voting member of the Agenda Committee.

(2) The Agenda Committee shall prepare the agenda for each meeting of the Council and shall distribute the agenda to all members of the Council at least one week in advance of each meeting.

c. Assessment and Professional Development Committee.

(1) The Assessment and Professional Development Committee shall consist of five (5) faculty and two (2) members of the full-time non-teaching staff elected by the Council for staggered three-year terms.

(2) The Committee shall recommend procedures for institutional assessment, including student progress in achieving expected competencies and the quality of programs. It shall work with the President’s designee to evaluate student achievement and the quality of the academic programs and to present information describing performance against those measures. The Committee shall not be involved in matters pertaining to the evaluation of individual faculty or staff. The Committee shall also address professional development for both faculty and staff including, but not limited to, recommending an agenda and resource requirements for professional development, disseminating teaching resources, and identifying funding opportunities.

(3) The Committee may establish and abolish subcommittees as it deems necessary.

(4) The recommendations of the Committee shall be reviewed, amended, approved or rejected by the Council.
D. College Personnel Committee

1. The College Personnel Committee shall consist of four full-time faculty elected by the Council who shall serve staggered two-year terms and the Provost of the College.

2. The College Personnel Committee shall make recommendations to the President, following searches conducted as per the CUNY guidelines, regarding the appointment of faculty with an appropriate functional title. The College Personnel Committee shall also make recommendations to the President regarding the appointment and reappointment of CLTs and the reappointment of teaching adjuncts.

E. Special Personnel Committee

1. Until such time as the Council elects four tenured faculty to the College Personnel Committee, reappointment, reappointment with tenure and promotion of full-time faculty shall be recommended by a Special Personnel Committee consisting of tenured faculty established for that purpose.

2. The Special Personnel Committee shall consist of six tenured faculty from a range of academic disciplines and the Provost of the College.

3. The members of the Special Personnel Committee shall serve staggered two-year terms.

4. The College Personnel Committee shall, by a majority vote of its membership, make nominations to the President of outside tenured faculty members to serve on the Special Personnel Committee. They shall nominate at least three persons for each position and the President may request additional nominees. The College Personnel Committee may also include among its nominees any NCC faculty member who has earned tenure.

5. The Special Personnel Committee shall make recommendations to the President regarding the personnel actions in E.1 in accordance with guidelines adopted by the Council and the Bylaws and policies of the CUNY Board of Trustees and other CUNY policies and procedures.

F. Amendments. Amendments to the governance document may be proposed by a two-thirds affirmative vote of the members present if that number also constitutes a majority of the members of the Council, which amendments shall then be subject to the approval of the President and the CUNY Board of Trustees.
### Appendix 7: College Committee Membership

#### Fall 2016

**COMMITTEE MEMBERSHIP**

*(as of September 13, 2016)*

<table>
<thead>
<tr>
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<td></td>
<td>Stuart Cochran, Secretary (ex-officio)</td>
<td>-</td>
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<tr>
<td></td>
<td>Marcus Allen</td>
<td>Two-Year</td>
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</tr>
<tr>
<td></td>
<td>Meagan Lacy</td>
<td>Two-Year</td>
<td>Fall 2018</td>
</tr>
<tr>
<td></td>
<td>Andrea Morrell</td>
<td>Two-Year</td>
<td>Fall 2017</td>
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<tr>
<td></td>
<td>Marla Sole</td>
<td>Two-Year</td>
<td>Fall 2017</td>
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<td></td>
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<tr>
<td></td>
<td>Sebastien Buttet</td>
<td>Two-Year</td>
<td>Fall 2018</td>
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<td></td>
<td>Daniel Collins</td>
<td>Two-Year</td>
<td>Fall 2018</td>
</tr>
<tr>
<td></td>
<td>Karla Fuller*</td>
<td>Two-Year</td>
<td>Fall 2017</td>
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<tr>
<td></td>
<td>Claire King</td>
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**COMMITTEE ON ACADEMIC APPEALS**

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<tr>
<td>Marisol Cortes</td>
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*Chair

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<tr>
<td>Rebecca Walker</td>
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<td>President</td>
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<tr>
<td>Lynette Phillips (ex-officio)</td>
<td>Legal Counsel</td>
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<tr>
<td><strong>Sebastien Buttet</strong></td>
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<td>Laura Gambino</td>
<td>OAA administrator above director level</td>
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*Co-Chairs
### Guttman Community College
#### Faculty-Student Disciplinary Committee

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<td>2. Nicole Saint-Louis</td>
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<td>1. Karla Fuller</td>
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<tr>
<td>2. Naveen Seth</td>
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<td>2. Arielis Nunez</td>
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<td>3. Phleisha Partridge</td>
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<td>4. Itza Valencia</td>
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<td>2. Tiffany Bailey</td>
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<td>3. Bruce Lyons</td>
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<td>4. Yvonne Rubie</td>
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#### Subcommittee on Cases of Sexual Assault, Stalking and Other Forms of Sexual Violence

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<thead>
<tr>
<th>Chairperson</th>
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<tr>
<td>Alia Tyner-Mullings</td>
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<td>Kateryn Mejia</td>
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<td><strong>Presenter</strong></td>
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<td>Carolee Ramsay</td>
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