

Recommendation of the Strengthening Full-time Faculty Task Force

3/3/2022

1. Develop standard operating procedures to ensure consistency and equity in the hiring process through the development of a handbook to address:
 - a. Procedure and timeline for seeking line approval and launching an effective search.
 - i. Determine ideal time and location for ad placement.
 - ii. Recommend a process based on best practices for each step of the search, including establishing a search committee, conducting the search, DEI hiring policies and making an offer. Sample timeline for interviews
 - iii. Set procedure for generating timely offers and established method for estimation of adequate offer to attract and retain faculty on Long Island.
 - b. Comprehensive program for onboarding, supporting & mentoring new faculty.
 - i. Research support: introduction to research support facilities and access to start up funds
 - ii. Teaching support: intro to the teaching support services and teaching facilities
 - iii. Service support: involvement in/introduction to shared governance
 - iv. IT Needs: computer, network access, IT needs for research work
 - v. ARPT process introduction
 - vi. Personal/Family support: childcare, housing, orientation to the Long Island area
 - vii. Access to campus: ID, keys, parking etc....
 - viii. Faculty mentorship program

Strategic Plan Alignment: Objective 2A: Enhance Faculty Effectiveness

Institutional Priority Alignment: Strengthen the College Infrastructure to improve the wellbeing and growth of OW community members: Faculty to include: Pay Equity; Teaching; Research; Service & Faculty Governance

Institutional Priority Alignment: Innovate Transformative Programs to include: Elevate the College's Identity, its Brand and Spirit; Amplify HSI/MSI programs

2. Prioritize Inclusive Excellence in hiring faculty promoting the teacher/scholar model.
 - a. Inclusive Excellence should include:
 - i. excellence in teaching with strong ability to teach and mentor a diverse student body
 - ii. research and scholarly ability that is capable of attracting external funding and/or capable of bringing scholarly recognition to the campus and which has the potential to benefit students through curricular offerings and research projects
 - iii. the potential for service contributions to the department/school/campus that reflects a commitment to the College and shared/participatory governance.
 - b. Searches should leverage the special nature of the SUNY Old Westbury history and mission to attract high-caliber talent
 - c. Creating an equity based educational environment requires an alignment of strategic priorities and institutional mission to advance equity and to make excellence inclusive across campus (AAC&U). CDO can lead through guidance and policy; provide training on

inclusive excellence, equity, implicit bias; and assessment of hiring patterns. The PRODiG committee should also be consulted.

Strategic Plan Alignment: Objective 2B: Enrich/Optimize Academic Offerings, Objective 2C: Showcase Campus as a Hub of Scholarly and Creative Works, Objective 3A: Sustain and Increase the Diversity of Faculty and Staff

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3. Decisions about line allocations: should be guided by a set of well-defined, transparent quantitative and qualitative benchmarks.
 - a. A Standard, Interactive, and Transparent Review Process. A standard and scheduled process of line request reviews involving administrative, departmental and faculty governance stakeholders should be established. The process should provide an opportunity for each requesting department to present their case to decision-makers. The process and criteria of line allocation should be announced to the faculty body for transparency.
 - b. Routine Approval of Replacement Lines. To ensure the stability in academic planning, vacancies created by the departure of existing tenure-streamed faculty should be automatically approved for hiring for the following academic year. When an exception is made, Academic Affairs should provide an explanation and alternative plan with a timeline for hiring.
 - c. Coverage of Long-term Absentees. Long-term absence (defined as over one academic year) created by an administrative appointment or equivalent should be filled with a full-time lectureship or visiting line up to three years, and with a tenure-stream line thereafter.
 - d. Guiding Principles of Line Allocation and Indicators. Decisions about line allocation should be made based on a clear set of guiding principles and well-defined indicators. The Task Force recommends the holistic consideration of the following six principles:
 - i. Equitable Allocation of Resources
 1. FT faculty-adjunct ratio (# of sections, SCH)
 2. # of majors per FT faculty
 3. FTE enrollments per FT faculty
 - ii. Curricular Needs and Contributions
 1. Curricular needs within the academic program
 - a. Contributions to the foundational curriculum of the major
 - b. Contributions to specialization within the major
 - c. Resource needs for a newly approved program
 - d. Needs to cover the lost resource (Replacement)
 2. Accreditation/External certification requirements
 3. College-wide curricular contributions
 - a. Contributions to Lib Ed curriculum
 - b. Contributions to other college-wide programs
 - c. Contributions to academic programs outside of the department

- iii. Alignment with Institutional Visions and Priorities
 - 1. Alignment with the College mission
 - 2. Alignment with College priorities outlined in the Strategic Plan
 - 3. Alignment with Departmental and School-wide priorities
- iv. Market Demand and Growth Potential
 - 1. Anticipated student applications/enrollments
 - 2. Labor market demand for the major/specialization within the major (DOL statistics)
- v. Research and Innovation
 - 1. Innovative and promising research areas
 - 2. Alignment with existing research strengths (e.g., faculty collaboration, fitness with resource)
- vi. External Opportunities and Connections
 - 1. External funding opportunities
 - 2. Potential for community outreach and partnership
 - 3. Career opportunities for students

Strategic Plan Alignment: Objective 2B: Enrich/Optimize Academic Offerings

Strategic Plan Alignment:

Objective 3 Recruit faculty and staff whose diversity reflects the student body (racial, ethnic, religious, gender/sexuality, economic, region, etc.) a. Assess current diversity of faculty/staff compared to national, regional institutions b. Examine hiring patterns, blind spots. Identify recruiting sources that will assist in maintaining and building the diversity of our staff and faculty

Objective 2A: Enhance Faculty Effectiveness

"Develop, actualize study with recommendations to increase ratio of fulltime/adjunct course delivery/student contact numbers to reach at minimum 70% fulltime/30% contingent across undergrad curriculum. " as well as "Prioritized recommendations for remediating ratios in highest need programs. "

Institutional Priority Alignment: Strengthen the College Infrastructure to improve the wellbeing and growth of OW community members: Faculty to include: Pay Equity; Teaching; Research; Service & Faculty Governance

Institutional Priority Alignment: Improve Institutional Capacity to include: Course Availability; Enrollment; External Resources

- 4. Recommendations concerning visiting lines, lectureships and adjunct positions
 - a. Use visiting positions as true temporary positions with a limited term of employment
 - b. Create a new type of renewable position (e.g. longer term adjunct contracts)
 - c. Create Adjunct Ranks
 - d. Create pipeline for conversion of visiting line to tenure-track line
 - e. Replace individuals drawn into the administration

Strategic Plan Alignment:

From the Strategic Plan:

"Consider lectureships and clinical appointments (full-time non-tenure track faculty with highest appropriate credentials, 3-5 year performance reviews for continuing employment, 4-4 teaching load and faculty, advising and mentoring, service requirements). Clinical appointments could fit fields with professional internship, translational/community engagement requirements."

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5. Recommended Steps for Implementation

- a. Presentation to Cabinet for integration into Performance Planning to Budget Process
- b. Create an implementation taskforce
- c. Establish an implementation timeline
- d. Provide sufficient resources to sustain a culture of excellence

Institutional Priority Alignment: Advance Educational Models

Institutional Priority Alignment: Advance a Culture of Excellence: Initiate efforts (programs, systems, initiatives) that enhance and establish a culture of excellence