

Hostos Community College

Please use the space below to tell us the number one thing that you, personally, feel your institution could do to improve your workplace.

Response

- Decrease teaching load to 22-24 h/semester. No more than 25 students in class.
- Good working culture and friendly work atmosphere.
- Adequate research lab space - there are plans for a new STEM building in the near future which hopefully alleviate this problem to at least some extent.
- Encourage less bureaucracy
- Negotiate union contracts and support better raises
- Include senior faculty who have demonstrated leadership and commitment in the life of the college. The Matos/Coballes administration had as priority to work with junior faculty only. This is not helping Hostos at all.
- better facilities- healthier, quality food in the cafeteria, better athletic facilities, parking on campus
- Continue to enhance the esteem and resource allocation to the institution by providing opportunities for faculty/student/staff leadership, necessary resources (physical space, administrative support) and reorganization of academic departments to reduce disparities among units and departments.
- Class sizes are too large given needs of students.
- Hazardous conditions for office & classrooms
- Provide parking for all faculty. As a commuter school, those of us coming from outside the range of public transport should have an easier time accessing our work space. Instead we spend hundreds (if not thousands) of dollars and hours trying to get to work. Saving the faculty time and money on such a simple benefit would go a very long way.
- decline to answer
- reduce the teaching load
- Ask the faculty how to improve the workplace.
- Engage in more dialog and be respectful of others' successful experiences
- Number first thing I would recommend is to REDUCE teaching load to maintain high quality teaching, service and professional commitment; as a result we can serve the students and community better.
- more space
- More money, less workload.
- To improve tenure/promotion guidelines and requirements
- Improve salary.

- Promote people based on their actual work instead of how male and hispanic they are? It's discriminatory and it shows. There is an extremely unequal load on people who are not Title VII employees.
- Nurture opportunities for intra- and inter- departmental collegiality.
- Reduce teaching workload
- The number one issue for me is workload, but that's an issue between the union and the university, not the college.
- Consistency in administration and an administration that values the work, the intellect, and procedures that have been in place.
- Reducing the complex rules and requirements for grant application, in addition to providing more flexibility in applying for funding outside the CUNY/PSC Funds. Providing enough money to cover international professional conferences travels for faculty that will increase collaboration with other faculty and universities around the world. Tuition reimbursement for faculty that obtained their degree from other universities outside CUNY. Faculty salary is not enough to cover family expenses and pay off college loans. Many faculty is struggling to make ends meet because of poor wages. CUNY needs to lift the restrictions so that faculty will be able to attend any university of their choice. Restricting Faculty to attending only CUNY colleges, should be a thing of the past and CUNY should pay for the degree because the degree is for faculty development which inturn benefit students.
- Proceed in a clearer and more equitable way in evaluating creative and scholarly work.
- Improve office space for faculty
- Salary, equal facilities for alls, recognition of teaching and service in promotion.
- Reduced class size and/or reduced teaching load.
- Improve administrative systems (both people and IT -- CUNYfirst) so that admin tasks are not Kafkaesque. Assess mindfully, not bureaucratically.
- "The institutional research office at your institution has requested record-level data, believing that it may help them to identify any trouble spots with regard to faculty job satisfaction and enable them to respond with constructive revisions to policies and procedures. This means that they will receive survey responses with information that may indirectly identify some respondents."
- Department chairs or heads should not be asked to chair other departments, or fill in when someone departs, in the case of a a large department. This has happened twice recently in my department and it has adversely affected morale. Administration could have hired someone to chair the other department but instead looks from within, which creates incredible burdens on faculty in both departments the chair serves. This happened previously as well. Senior administration does not think creatively or observe what negative impact their "path of least resistance" decisions have on the faculty working in those

departments. The decisions are easy for administrators to make but they CLEARLY DO NOT SEE the impact on faculty who are left unsupervised, don't have their evaluations done at all, and are left to do their jobs with little or no support. Certain departments are supported better than others in this regard. Hire people to be temporary department chairs! it's done at other CUNY schools which is borne out in the Employment Opportunities online. Or make chair appointments in other departments for ONE YEAR ONLY. This includes asking someone in the department to serve as chair if someone gets promoted. Had our department chair not been stressed out and been more available it would have improved life for everyone. Please think about the decision senior administrators make for their own benefit, to make their jobs easier.

- Recognizing faculty scholastic achievement. I had an article in a pretty major publication and no one even noticed. (And I contacted the publicity people.) Other people get in a staged reading with 1 rehearsal and they get recognition.
- The leadership at the college has changed three times in the last eight years. This revolving door of administrators has created confusion and distrust with the faculty. For example, promotion from assistant to associate professor is a moving target and some faculty are promoted for very little achievement and others are not. It is unclear if anyone knows why some people are promoted. Reappointment of non-tenured tenure-track faculty appears to depend on the ability to be *keep ones mouth shut.* Many of my colleagues are told, "you have to stop talking... be quiet if you want to survive." The Office of Academic Affairs appears to support it's favorites and ignore all others. Favoritism, unclear promotion requirements and the ability to succeed depends on the ability to be quiet has created an unhealthy professional climate.
- More release time for administrative duties
- More transparency and clarity from administration to faculty.
- collegiality
- There are too many! Most important, reduction of teaching load.
- Carefully evaluate and tap potential of each faculty member and each staff member , putting a halt in favoritism and nepotism; instead of relying on the comfort blanket of mediocrity, embrace competence and fairness as the right standards so that Hostos can soar.
- More support from the Office of Academic Affairs for all faculty members not only for the few chosen.
- More equitable distribution of extra teaching and service assignments, with more equitable recognition for extra work done.
- Office space
- The administration needs to get us a labor contract with meaningful raises. We have been without a cost of living raise for 5 years. The cost of living in New

York is too high for this to continue. I may have to look elsewhere so i can meet my financial needs.

- Lower class size limits to enable more individual attention to students.
- I enjoy being a member of the Hostos family. Look at the tenure process because it shouldn't be the same as a 4 year instituion. The emphasis should be on best teaching practices and not research and publications.
- Technology updates in all teaching areas
- Encourage and showcase faculty scholarship more visibly on campus, through colloquia, lectures, and performances, and build the facilities (such as piano practice rooms and well-equipped, comfortable lecture spaces) to accommodate these activities.
- Decrease class size. It is hard to serve students well and provide individual attention when classes are so large.
- Improve technology in the classrooms (especially smart rooms).
- Have all departments collaborate more
- CUNY should provide faculty with low-cost housing.
- Put a fair economic offer on the table for a contract.
- Individual offices for tenure-track faculty.