Job Title: CUNY Start Instructor - English

Job ID: 28404

Location: College of Staten Island

Full/Part Time: Full-Time

Regular/Temporary: Regular

FACULTY VACANCY ANNOUNCEMENT

Persons employed in the title of CUNY Start Instructor shall be assigned to teach and perform related functions as part of the CUNY Start program. The CUNY Start Instructors are full-time, non-tenure track positions.

Background

CUNY Start is an intensive pre-matriculation program that helps CUNY associate degree-seeking students with significant remedial needs increase their academic proficiency in English and/or mathematics prior to enrollment in college credit classes. The CUNY Office of Academic Affairs, the University's community colleges, New York City College of Technology, and the College of Staten Island work collaboratively to provide students with an innovative approach to developmental education. CUNY Start is recognized for its carefully designed curriculum and pedagogy, ongoing professional development, and mentor-based training model. CUNY Start is currently offered at seven CUNY campuses: Borough of Manhattan Community College, Bronx Community College, College of Staten Island, Hostos Community College, Kingsborough Community College, LaGuardia Community College, and Queensborough Community College.

The CUNY Start English Instructor ("CUNY Start English Instructor") must possess a clear understanding of CUNY Start's English (Reading/ Writing) curriculum and the program's pedagogical approaches for developing CUNY Start students' academic and social readiness for college-level work. The CUNY Start English Instructor may be appointed as either a "Core Instructor" or "Support Instructor" and reports to the CUNY Start Leadership at their campus.

The Core Instructor teaches two CUNY Start English classes of approximately 25 students each, or 50 students per semester, using the CUNY Start English curriculum in a well-managed classroom that is consistent with CUNY Start's pedagogical approach(es). The Core Instructor is expected to comment on students' papers to encourage development and revision and to provide students with individual and small group assistance.

The Support Instructor may not initially teach their own class; however, they are responsible to substitute for CUNY Start Instructors at designated campuses when needed and will be responsible for taking over classroom instruction if a CUNY Start Instructor cannot complete the semester. The Support Instructor is expected to work at two to three college campuses, actively participate in classes that they support, teach in the absence of a Core or Lead Instructor and provide students with individual and small group assistance.

Instruction

CUNY Start may deliver instruction in multiple formats: in-person, online or as hybrid classes that are both online and in-person. Online instruction may be a combination of synchronous and asynchronous teaching that is determined at the discretion of program management. Online work may entail instruction on such platforms as Blackboard, Zoom, and other remote instructional tools that are available and approved by the University and which support the goals and practices of the program. During periods of remote teaching, Core and Support Instructors remain responsible for maintaining high levels of student engagement and enacting the CUNY Start curriculum with fidelity to the program model. Requirements of Core and Support Instructors, Guidance to Writing Assistants, Collaboration and Other Specific Responsibilities as delineated below remain expectations of the Core and Support Instructors when instruction is online or provided in a hybrid learning environment. At the discretion of

program management, Core Instructors who are appointed to train Cooperating Teachers will receive a "Lead Teacher" differential. Responsibilities and expectations for Core, Support and Lead Instructors are found below:

I.   Requirements of Core and Support Instructors:

- Thorough training in and understanding of CUNY Start English curriculum, pedagogical approach, and other aspects of the CUNY Start program;

- Teaching experience, including at least one semester of experience as a CUNY Start Cooperating Teacher;

- Ability to travel to multiple CUNY Start campuses;

- Ability to receive and incorporate feedback;

- Excellent communication and organizational skills;

- Ability to collaborate in various team settings while also working independently;

- Experience working with diverse, urban populations preferred;

- Strong desire to be part of a dynamic and developing college transition program;

- Bachelor's degree minimum, master's degree preferred.

Guidance to Writing Assistants

- Refer and guide appropriate students to CUNY Start Writing Assistants for individual support during and outside of class;

- Model and provide writing assistance, as needed;

- Provide guidance on areas of need for individual students;

- Coordinate Writing Assistant's schedule to ensure appropriate services and supports are in place for students;

- Advise Writing Assistant in their work responding to student writing;

- Provide written and oral feedback about the Writing Assistant's progress to English Curriculum and Professional Developers and Program Director;

- Other related duties as assigned.

Collaboration

- Participate in weekly meetings with the Advisor and Math Instructor to discuss program-related issues as well as students' strengths and challenges and to make collaborative decisions;

- Work collaboratively with Core and other Support Instructors;

- Attend and participate in professional development meetings facilitated by CUNY Start English Curriculum and Professional Development Team;

- Prepare for, take part in, and help run orientation, student conferences, portfolio evaluation, and recruitment, as appropriate;

- Other related duties as assigned.

II. **Specific Responsibilities of CUNY Start Core Instructors (only)**

- Teach two CUNY Start English classes of approximately 25 students each, or 50 students per semester, using the CUNY Start English curriculum;

- Teach CUNY Start curriculum in a well-managed classroom that engages students in a manner that is consistent with CUNY Start's pedagogical approach(es) to support student learning and academic development;

- Comment on student papers to encourage development and revision;

- Provide individual and small group assistance to students outside of class, as appropriate;

- Other related duties as assigned.

III. **Specific Responsibilities of CUNY Start Support Instructors (only)**

- Assist CUNY Start Core or Lead Instructors in planning lessons and working with students;

- Facilitate small group student interactions;

- Assist students as they plan, revise, and edit essays;

- Comment on student papers to encourage development and revision;

- Assist in and/or deliver CUNY Start curriculum in a well-managed classroom that engages students in a manner that is consistent with CUNY Start's approach(es) to support student learning and academic development;

- Provide individual and small group assistance to students outside of class, as appropriate;

- Work regularly at up to three CUNY Start campuses;

- Substitute and fill in for CUNY Start Instructors at designated campuses when needed;

- Take over classroom instruction if CUNY Start Core or Lead Instructor is not able to complete the semester;

- Cover classes at additional campuses if emergency needs arise;

- Other related duties as assigned.

IV.   **CUNY Start Lead Teacher Differential at The City University of New York**

Select CUNY Start Core Instructors who are experienced, highly skilled and well-versed in the CUNY Start English curriculum and pedagogical approaches may, at the discretion of program management, receive a Lead Instructor Differential to train Cooperating Teachers for CUNY Start. To receive the Lead Instructor salary differential, the CUNY Start Instructor teaches two CUNY Start class sections while providing training to one to three Cooperating Teachers. The Lead Differential is paid when the CUNY Start Instructor is providing lead work responsibilities as outlined below. The differential stops if/when the lead work responsibilities are no longer assigned to the CUNY Start Instructor.

Responsibilities of the CUNY Start Instructor determined to be a Lead Instructor:

In addition to fulfilling the responsibilities of a Core Instructor, the Lead Instructor shall also fulfill the following responsibilities:

Mentorship of Cooperating English Teacher(s)

- Provide overall mentorship through modeling and articulating effective use of CUNY Start's English curriculum and pedagogical practices;

- Prepare for and facilitate weekly meetings where Cooperating Teachers discuss the curriculum covered in the previous week in light of actual student work, role-play challenging scenarios, and reflect on interactions in class, classroom set-up, and classroom management structures;

- Assign appropriate sections of the CUNY Start curriculum for each Cooperating Teacher to lead according to assessment of the Cooperating Teacher's development and readiness;

- Support Cooperating Teachers in preparing to teach lessons and parts of lessons;

- Provide ongoing guidance to Cooperating Teachers in responding to student writing;

- Provide feedback on the progress and performance of each Cooperating Teacher in collaboration with CUNY Start's English Curriculum and Professional Development Coordinator(s) and Program Director through regular coaching and occasional written feedback, including co- writing the end-of-semester evaluations.

Collaboration

- Participate in weekly meetings with the campus team, including Advisor and Math Instructors, to discuss program-related issues as well as students' strengths and challenges and to make collaborative decisions regarding these matters;

- Attend and participate in professional development meetings facilitated by CUNY Start English Curriculum and Professional Development Team;

- Engage in professional development observations, reflections and coaching conversations about their teaching and meeting facilitation;

- Collaborate with other CUNY Start Lead English Instructors to share experiences and provide recommendations for curriculum and staff development;

- Prepare for, take part in, and help run campus-based orientation, student conferences, portfolio evaluation, and recruitment as needed;

- Other related duties as assigned.

V. Terms of Employment

- The CUNY Start English Instructor may be assigned to work at any one of seven CUNY Start campuses during either the day and/or afternoon/evening programs. The CUNY Start English Support Instructor is expected to work at up to three college campuses to support Core and Lead CUNY Start English Instructors.

- CUNY Start English Instructor positions are annual appointments which start and end in August. CUNY Start English Instructors are expected to work for 1,230 hours annually, which includes teaching and program days; annual leave will not accrue but will be taken when the Program is not in session.

- In the event that the program's enrollment target is not met, is reduced or a class (s) is eliminated because of unanticipated low enrollment at the college where the instructor is mutually assigned, the CUNY Start Instructor may be required to take on special projects at different colleges or be required to teach at a different CUNY Start campus.

- *Please note: The City University of New York* **has announced that the COVID-19 vaccine mandate ended on the last day of the spring 2023 term.** *For more information and*

updates, visit https://www.cuny.edu/coronavirus/university-updates/turning-a-corner-on-covid-19)

QUALIFICATIONS

Baccalaureate degree from an accredited institution and such other qualifications as may be necessary for the satisfactory performance of his/her instructional functions.

COMPENSATION

$56,008 - $59,258

CUNY offers faculty a competitive compensation and benefits package covering health insurance, pension and retirement benefits, paid parental leave, and savings programs. We also provide mentoring and support for research, scholarship, and publication as part of our commitment to ongoing faculty professional development.

HOW TO APPLY

To apply, please visit http://cuny.jobs/ and enter the Job ID# in the "What" section field. Candidates must attach a resume, cover letter, and three professional references (name, title, organization, and contact information) as one file.

CLOSING DATE

May 30, 2024

JOB SEARCH CATEGORY

CUNY Job Posting: Faculty

EQUAL EMPLOYMENT OPPORTUNITY

CUNY encourages people with disabilities, minorities, veterans and women to apply. At CUNY, Italian Americans are also included among our protected groups. Applicants and employees will not be discriminated against on the basis of any legally protected category, including sexual orientation or gender identity. EEO/AA/Vet/Disability Employer.