

MOHAWK VALLEY COMMUNITY COLLEGE
Utica and Rome, New York

COLLEGE SENATE MEETING MINUTES
Tuesday, October 7, 2014, IT 225

College Senate web page: <http://www.mvcc.edu/senate/senate-home>

Present: J. Baumann, C. Bolton, J. Brown, K. Capuana, L. Charbonneau, N. Chrisman, J. Coleman, A. Doughtie, D. Elseth, A. Haines-Stephan, K. Hartman, D. Ianno, L. Kahler, D. Kelly, R. Labuz, M. Leahy, D. McDermott, M. McHarris, B. Molinaro, S. Myalik, W. Perrotti, A. Radlowski, M. Radlowski, J. Rahn, R. Rosero, M. Taverne, M. Treis, G. Warchol, and J. Woodrow.

Student Senators: M. Tyoe.

Absent/Excused: S. Dar, M. Henningsen, P. Katchmar, J. Livadas, C. Miller, R. Mink, M. Sorrentino, R. Spetka, J. Wilcox, and President R. VanWagoner.

Guests: S. Akhavi, J. Boulanger, J. DeWeerth, M. Eannace, S. Engel, S. Frisbee, E. Hantsch, J. Heintz, C. Ho, J. Myers, K. Overrocker, R. Pucine, S. Reynolds, N. Rosero, G. Searles, M. Snyder, and T. Squires.

CALL TO ORDER

The meeting was called to order at 2:33 p.m.

APPROVAL OF THE MINUTES OF THE PREVIOUS MEETING

C. Bolton moved, and J. Baumann seconded, to approve the minutes of the September 2, 2014, meeting, with 3 corrections. The motion passed with no objections and no abstentions.

CHAIRPERSON'S REPORT

D. Kelly welcomed new Senators A. Radlowski and L. Kahler.

D. Kelly reported that he attended the Faculty Council of Community Colleges Campus Governance Leaders Conference on September 19 and 20 (see Appendix I at the end of these minutes). When surveyed, those who were faculty felt that faculty should be the change agents on campus, and those who were administrators felt that the administrators should be the change agents on campus. Almost no one felt that SUNY should be the change agent for campuses. Conference attendees were given an academic freedom document which will be discussed at the fall plenary later this week. With the interim SUNY provost in position, it was felt that there may still be a possibility of getting AAS degrees excluded from the 64-credit limit. Many colleges, mostly those larger and those downstate, have not submitted their changes yet. Nassau Community College has refused to comply. Those who have not complied by January 2015 will be ineligible for financial aid. More waivers were denied than approved. MVCC submitted 3, of which 2 were denied and one was approved. Engineering programs were approved at 68 credits for all SUNY colleges.

See Appendix II of these minutes for information on seamless transfer deadlines from Tina Good, President of FCCC.

STUDENT CONGRESS REPORT

M. Tyoe reported that all 37 clubs are active, including 3 new clubs. Student Congress has drafted petitions to ban smoking on campus and is currently seeking student signatures. M. Leahy raised questions of how the

signatures would be gathered and how this would be publicized to the students. The petition is currently housed in the Student Congress office. Elliott Sharrow and Rachel Dominic are gathering supporting evidence for this ban. They plan to attend the November 4 Senate meeting.

VICE PRESIDENT'S REPORT

V.P. M. Eannace reported on enrollment and class fill rates. Three faculty are on sabbatical this semester: Roman Santos, who is in Vietnam, Christine Miller, and Shawn Liang. She reported that MVCC is in the planning stages with Masonic Lab to hold regular internships there and to explore joint grant opportunities. Active shooter response training will be offered this fall for all faculty and staff, and will be incorporated into new faculty training. The Surgical Technology program will be under review by accreditors October 15 and 16. Radiologic Technology will also be up for accreditation this fall, and Nursing will be visited by accreditors in spring 2015. The search for a Dean for LAHS is in its final stages, while Jennifer Boulanger serves as acting Dean. Open forums for the four candidates will be scheduled. V.P. Eannace also stated that she will be attending a Chief Academic Officer meeting during the week of October 13th.

R. Pucine reported on the system currently used for assigning classrooms to faculty. A. Doughtie asked if there is any formal process for this. R. Pucine replied that there is not, and that there are variables and limitations that complicate it. The rolodex does not cover adjuncts and their classroom needs and preferences. Banner includes a list of all classrooms and what each one has for desks and audiovisual equipment and software. J. Baumann requested that faculty be notified if they are displaced from a room they have been assigned in previous semesters. A. Doughtie asked if there is any kind of software that will assist in scheduling. J. Coleman replied in the affirmative, but R. Pucine added that it must be compatible with Banner. A. Doughtie pointed out that most classes are scheduled between 10:00 a.m. and 2:00 p.m., and requested that campus conversations, open forums, and other meetings where faculty input is needed be scheduled before or after that time period so that more faculty are able to attend.

FACULTY COUNCIL OF COMMUNITY COLLEGES REPORT

R. Labuz will be attending the fall plenary meeting during the week of October 6th and will report on activities there at the November Senate meeting.

OLD BUSINESS

Awarding of professional development and travel funds: R. Labuz explained the new procedures for awarding professional development and travel funds to faculty. There will be 5 committees—one for each center—and one committee for areas not incorporated into a center, such as the libraries. Each committee will control the disbursement of money for its area until March 1st. After that time unexpended money will go to another, unit-wide committee which will then spend it. An online request form will be created, and money will not be disbursed on a first come, first serve basis. Instead, a point matrix will be used to determine who gets funded. A request must receive at least 75 points to be funded. An appeals process has been created for requests that are turned down. If a center runs out of money it can ask another center for some. There will be an online record of all successful applications and reports.

Faculty and staff listing in the college catalog: Matt Snyder reported that IT mapped information pulled out of Banner into Argos. A review was made of everyone's academic backgrounds and other credits. Faculty and staff were listed in two different commencement programs, with no complaints this year. However, when IT pulled the information out of Argos, errors were found. The information needed to create this file must come from several different offices, including Human Resources and the registrar's office. IT has been attempting to extract the necessary information electronically from these various sources, but so far they have not been successful at producing results with complete information. C. Bolton pointed out that the

members of the promotion committees have found instances where personnel files in the Human Resources office were either inaccurate or incomplete. C. Bolton also pointed out that the faculty listing in the college catalog is an important marketing tool for prospective employees as well as for students considering MVCC. G. Searles felt that the absence of a faculty listing in the college catalog is insulting to faculty. In answer to a question about why printings of the college catalog are so small, T. Squires replied that there are currently 12,500 copies of the old print catalog left over, which is wasteful of money and resources.

College community input on development of a signage plan: M. Snyder reported that the college contracted with 2 companies to submit a signage plan. Representatives from the company selected have observed the campus at peak times. College employees are encouraged to submit signage suggestions through the college's suggestion box. Company representatives will meet with everyone who submits suggestions as well as with the College Senate Facilities Committee and with faculty and students in design programs. Until the new signage comes there will be improvised signs only as needed.

Procedures used to propose, review, and approve curricular changes: Tabled in the interests of time until the November meeting.

Update on matters discussed at the September 2nd Senate meeting: Tabled in the interests of time until the November meeting.

NEW BUSINESS

Dissolution of the College Senate Committee on Civility: The College Senate Committee on Civility has requested dissolution because its members feel that civility issues are being dealt with by other committees, offices, and programs. M. Radlowski stated that MVCC had indicated to Middle States in its Periodic Review Report that it was an important enough issue to provide training in civility and to form a committee. If the committee is now dissolved, it will not bode well with Middle States, since Middle States had made a specific suggestion about development of a tool to determine the effectiveness of training on civility. In addition, the latest student climate/satisfaction survey indicates that students are not happy with how students are treating each other, at how faculty are treating students, and how staff are treating students. G. Searles suggested that if the current committee members have lost interest, new committee members should be found. K. Overrocker, the chair of the Committee on Civility, stated that the committee membership has never been full. W. Perrotti moved, and L. Kahler seconded, to table this issue until the November meeting. The motion carried with none opposed and no abstentions. W. Perrotti commented that much of the reason behind any incivility that faculty and staff may be expressing comes from how they feel they are treated by the administration.

Middle States report: N. Rosero reported on the new Middle States standards as they relate to the next accreditation visit, which will occur in 2018. Middle States standards have been revised and reduced in number from 14 to 7. Every standard includes a statement of assessment. Shared governance is not appropriate for all types of institutions Middle States assesses, so they are not concerned with it. Middle States wants assessment, not necessarily for every course, but for every academic program. Middle States will not be happy with committees not getting their work done because members do not show up for meetings or because there are not enough members present for a quorum. For N. Rosero's complete report, see Appendix III of these minutes.

ADJOURNMENT

M. McHarris moved, and J. Woodrow seconded, to adjourn. The meeting was adjourned at 4:45 p.m. by common consensus.

NEXT MEETINGS

The next meeting of the College Senate will be **Tuesday, November 4, 2014, at 2:30 p.m. in IT 225.**

The next meeting of the Senate Advisory Committee will be Monday, October 27, 2014, at 3:00 p.m. in PH 304.

Respectfully submitted,
Krista Hartman
Recording Secretary



APPENDIX I: Chairperson Don Kelly's report

SUMMARY OF FALL 2014 FACULTY COUNCIL OF COMMUNITY COLLEGES

CAMPUS GOVERNANCE LEADERS CONFERENCE

SEPTEMBER 19-20

SARATOGA SPRINGS

Friday:

Roundtable discussion of issues facing shared governance

Dinner with Community College Trustees

Speaker: H. Carl McCall, Chair of SUNY Board of Trustees
Principal subject-SUNY assessments

Saturday:

SUNY Issues (Tina Good):

- Seamless Transfer
- General Education
- Credit limits to AAS Programs
- Assessments

Governance Reconsidered:

- Interesting contrast between trustees and campus governance leaders
 - Who should be change agent-
 - Presidents think presidents
 - Trustees think trustees
 - Faculty think faculty
 - Few see students, SUNY as change agents
 - There is a real gulf between academics and management

Different Roles of Campus Governance and Unions

Some institutions combine aspects of the two-reflects diversity in the way governance developed campus by campus

4 Principles of Shared Governance:

- 1. No fear
- 2. No secrets
- 3. Don't just say no
- 4. Don't just be about one group

Middle States standards previously reflected a need for shared governance; this has been diluted somewhat

Need to maintain a good relationship between unions and senate

Draft Academic Freedom Document:

Position statement to be presented to Plenary in October

Statement should be included in contracts, governance bylaws, handbook, institutional statements such as Mission, Vision, Values Statements

Mock Meeting-Passing a Senate Resolution

Wrap-Up:

64-credit limit: New Provost at SUNY-battle over 64-credit cap for AAS degrees may not be over. Recommendation is for institutions to draft their own resolutions in opposition to the limit on AAS degrees, suggesting the following rationales:

- SUNY is superseding local requirements for graduation
- AAS are not transfer degrees
- No waiver appeals process

Discussion on Chancellor's Award Committee Requirements: regulations explicitly make them Senate committees

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**APPENDIX II: Response from Tina Good, President of the Faculty Council of Community Colleges, to Don Kelly's email concerning failure to comply with the 64-credit limit requirements by January 2015.**

**From:** Good, Tina  
**Sent:** Thursday, September 25, 2014 3:43 PM  
**To:** 'ccgov@ls.suny.edu'  
**Subject:** Seamless Transfer Deadlines

Dear Delegates and Campus Governance Leaders--

I have gotten several concerned emails and phone calls related to pending SUNY Seamless Transfer deadlines from you and your faculty. In response, I have reached out to the SUNY Provost's Office for some clarification.

Because of the transfer path review project that took place last spring, original deadlines had to be reconsidered. The Provost's Office is working on sending out a memo very soon to clarify some of these issues; however, as of right now, this is what I can tell you.

1. All new and revised program proposals sent to SUNY for approval must be in compliance with the SUNY Board of Trustees Resolution on Seamless Transfer, effective January 2013.
2. All programs are expected to be in compliance with the SUNY Board resolution for students entering Fall 2015.
3. Campuses should work to submit their program status inventories as soon as possible. These program status inventories simply state where your programs are in relation to their process of coming into compliance with the resolution.

In the meantime, I have assurances from the Provost's Office that SUNY has NOT said they are de-registering programs, or blocking registration of new programs, or anything related to those kinds of repercussions.

I hope this helps clarify some of the confusion, but if you have any further questions, please do not hesitate to contact me.

As always, thanks for your dedication in representing the concerns of your faculty and your campuses.

Tina

Tina Good, Ph.D.  
President  
Faculty Council of Community Colleges

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APPENDIX III: From Norayne Rosero: The new Middle States Standards

Assessment requirements in the New MSCHE Standards

Standard I: Mission and Goals

An accredited institution possesses and demonstrates the following attributes or activities:

Criteria #4

Periodic assessment of mission and goals to ensure they are relevant and achievable.

Standard II: Ethics and Integrity

An accredited institution possesses and demonstrates the following attributes or activities:

Criteria #9

Periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.

Standard III – Design and Delivery of the Student Learning Experience

An accredited institution possesses and demonstrates the following attributes or activities:

Criteria #8

Periodic assessment of the effectiveness of programs providing student learning opportunities.

Standard IV – Support of the Student Experience

An accredited institution possesses and demonstrates the following attributes or activities:

Criteria #6

Periodic assessment of the effectiveness of programs supporting the student experience.

Standard V – Educational Effectiveness Assessment

An accredited institution possesses and demonstrates the following attributes or activities:

Criteria #5

Periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of education effectiveness.

Standard IV – Planning Resources, and Institutional Improvement

An accredited institution possesses and demonstrates the following attributes or activities:

Criteria #1

institutional objectives, both institution-wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation;

Criteria #9

Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.

Standard VI – Governance, Leadership, and Administration

An accredited institution possesses and demonstrates the following attributes or activities:

Criteria #5

Periodic assessment of the effectiveness of governance, leadership and administration.

Faculty responsibilities for assessment are now listed under new Standard III and Standard V**Faculty responsibilities under new Standard III – Design and Delivery of the Student Learning Experience**

An accredited institution possesses and demonstrates the following attributes or activities:

Criteria #2

Student learning opportunities that are designed, delivered, and assessed by faculty and/or other appropriate professionals who are:

- a. qualified for the positions they hold and the work they do;
- b. sufficient in number;
- c. *rigorous and effective in* teaching, *assessment of student learning*, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies;
- d. provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation;
- e. reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures;

Assessment under Standard V: Educational Effectiveness Assessment

An accredited institution possesses and demonstrates the following attributes or activities:

Criteria #2

organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should:

- a. define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals;
- b. articulate how they prepare students in a manner consistent with their mission for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals;
- c. support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders;

Criteria #3

consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution's mission, such uses include some combination of the following:

- a. assisting students in improving their learning;
- b. improving pedagogy and curriculum;
- c. reviewing and revising academic programs and support services;
- d. planning, conducting, and supporting a range of professional development activities;
- e. planning and budgeting for the provision of academic programs and services;
- f. informing appropriate constituents about the institution and its programs;
- g. improving key indicators of student success, such as retention, graduation, transfer, and placement rates;
- h. implementing other processes and procedures designed to improve educational programs and services;