

MOHAWK VALLEY COMMUNITY COLLEGE
Utica and Rome, New York

COLLEGE SENATE MEETING MINUTES
Tuesday, March 1, 2016, IT 225

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

Present: S. Akhavi, J. Baumann, C. Bolton, J. Brown, K. Capone, K. Capuana, L. Charbonneau, A. Doughtie, S. Frisbee, A. Haines-Stephan, P. Katchmar, D. Kelly, R. Labuz, M. McHarris, C. Miller, R. Mink, B. Molinaro, S. Myalik, A. Radlowski, M. Radlowski, J. Rahn, J. Roberts, R. Santos, M. Sykes, M. Treis, G. Warchol, J. Wilcox, J. Woodrow, R. VanWagoner
Student Senators: K. Hilts, J. Lowman, and E. Luther.
Absent/Excused: J. Coleman, S. Dar, D. Elseth, K. Hartman, M. Henningsen, L. Kahler, J. Livadas, D. McDermott, R. Manley, , N. Snyder, R. Spetka
Guests: M. Eannace, D. Katz, J. Maio, S. Reynolds, and M. Snyder, T. Squires.

CALL TO ORDER

The meeting was called to order at 2:32 p.m.

APPROVAL OF THE MINUTES OF THE PREVIOUS MEETING

J. Woodrow moved, and A. Haines-Stephan seconded, to approve the minutes of the February 2, 2016, meeting. The motion carried, with none opposed and no abstentions.

CHAIRPERSON'S REPORT

D. Kelly reported that so far three faculty members (J. Baumann, A. Haines-Stephan, and A. Fried) have volunteered to serve on the proposed regional council mentioned in last meeting's FCCC report. Anybody else interested in serving were asked to contact R. Labuz. D. Kelly also indicated a desire to have the slate of candidates for the Senate elections open prior to the April meeting, with elections held during the second meeting in May. Those whose terms are ending in May will be contacted by the nominating committee to see if they are still interested in serving, and other candidates are being identified as well. Candidates are needed for the chair and vice-chair of the senate, as well as for senate advisory committee and other senate committees. Those interested should contact D. Kelly or the nominating committee as soon as possible.

The senate's approved changes to the policy on academic freedom were forwarded to the president after the February meeting. D. Kelly thanked the senate and the committee for their efforts and support of this endeavor, and indicated that the statement will be prominently placed in as many places as possible.

D. Kelly closed his report by announcing that a visiting professor from Vietnam will be introduced at the April senate meeting, with a reception to be held at 2:00pm, prior to the senate meeting.

STUDENT CONGRESS REPORT

E. Luther reported that he has been investigating how student congress can help increase enrollment at the college. Student clubs might be a useful resource when it comes to enrollment and retention since students who are involved in clubs are more likely to return to the college the following semester. He indicated that

clubs often request funds (which are rarely turned down) for events, and would like to see those activities result in a greater contribution back to the college. Therefore, he would like to require clubs to have at least one recruitment event or an alternate community service project to increase club presence in the surrounding community. He has not brought this idea to Student Congress yet, and was interested in feedback from the senate members. A question/answer session followed, with positive reactions from the senate, along with some concerns about logistics and punitive actions if clubs did not hold the required event.

PRESIDENT'S REPORT

R. VanWagoner began his report by congratulating the basketball teams on their recent tournament accomplishments. He then thanked the senate for their work on the academic freedom statement, which he presented to cabinet and will bring to the board at the March 21st meeting.

Budgets are due, and R. VanWagoner reported on the current state of the budget. There are many things in motion that can impact the budget that rely the state budget, which is not yet complete. Some items include the charge-back rate for students from outside Oneida county, as well as state funding per FTE. The PA and student congress have already met with elected officials in Albany, and more members of the college will meet with elected officials tomorrow.

The governor has indicated that he would like to budget \$0/FTE, which would cut funding by \$10 million across the community colleges. Last year the legislature gave \$100/FTE, but due to decreased enrollment that would still result in a \$200,000 decrease in state aid to us, and so we are requesting an additional \$285/FTE. N. Chrisman is leveraging NYSUT resources and there is a petition letter that will send a fax to your representatives if you input your name and information. Because Albany does not generally hear from us, the petition is a good way to have our voice heard.

There were close to 90 people who attended the six budget forums, and R. VanWagoner thanked those who attended. Some pros and cons of the existing structure were identified, and T. Squires is meeting with the budget managers next week to be on pace to give a preliminary budget prior to the April board meeting. R. VanWagoner and M. Eannace have also been discussing the administrative vacancies in Academic Affairs, and there will be open forums held at the end of March for feedback from the college community.

D. Kelly inquired about the ATD Conference, and R. VanWagoner responded that it was a powerful experience. Three years of data are required in order to present at the conference, so the results are well-founded. We have a lot of work to do regarding driving our initiatives through and around equity. We have a high percentage of Pell recipients, and though we are doing good stuff already, it was reinforced time and again at the conference that it's important to close the achievement gap. We have some interesting things in motion with the reading and technology teams already, and feedback from the data summit in January have helped inform the thinking of those two teams. R. Mink and M. Radlowski also commented on the conference, indicating that we are already doing work in areas that are on other colleges' to-do lists, so we are ahead of the curve in some regard, and although we have a large proportion of Pell students, most of our measures put us in the middle of things. This year ATD also redid their model to include teaching and learning as important components.

VICE PRESIDENT'S REPORT

M. Eannace reported on the progress of the Title III grant, now called the Pathway to Graduation Project (PGP). There are three major parts to the project: the Learning Commons, Completion Coaches, and Academic

Toolkits. The Learning Commons will be constructed in the IT building, where the current open computer lab is located, as well as in some of the surrounding classrooms and offices. The IT help desk will still be in their current location, and will be able to help students in the Learning Commons with small/minor issues. The floorplans were displayed, showing offices for tutors, I. Rosic, four faculty members, and five completion coaches. There will also be an iTeach lab for faculty to use for collaborative work. Although the furniture has not been selected yet, there will be tables and desks, as well as spaces for group work and soft-space seating. A reference librarian will also be housed in the Learning Commons to help students with assignments and faculty with instructional design and research. Because the money from the grant is spread out over five years, the Learning Commons will not be constructed all at once, but the goal is to infuse as much up front as possible to make a bright, welcoming place for students.

Five completion coaches will be hired and assigned case-loads to work with high-risk students (as determined by ATD categories), as well as any student who wants to work with a completion coach. We are interested in recruiting coaches who will reflect the demographics of our population, as well as those with a Master's in social work or human services who speak a language that is motivating, encouraging, and positive. The coaches will provide wraparound services in a meaningful way, making calls on the behalf of students and forging personal connections with local groups. They will mentor and motivate students, work with students to create a prescription for success, provide support for study and life skills, and check in with students to make sure they stay on task. A software program to allow for early alert, predictive analytics, and non-cognitive analytics will also be purchased to help completion coaches and faculty identify and work with students who are at risk.

Academic Toolkits are being built for 18 gateway courses identified by ATD with the highest enrollment and lowest success rates. This semester we have three teams of three faculty members each working on EN101, MA110, and PY101. The virtual toolkits will help faculty teaching each course, as well as students enrolled in the classes and tutors in the learning commons, by providing a bank of resources that can be used to help enhance teaching and learning. This semester an instructional design consultant has been brought in to work with the teams, who are building the toolkits. Next fall, the faculty on the teams will teach their respective courses using the toolkits, assessing them, and revising them as needed. In the following spring, the toolkits will be introduced to all full time and adjunct faculty who teach these courses, with training to be able to adapt, adopt, and contribute to the toolkits. Next fall we will begin work with five more courses; then five more the following fall, and so on, so that by the end of five years we will have toolkits for all 18 courses. J. Roberts and A. Radlowski, who are chairing two of the teams, gave an update on their progress so far, indicating that their toolkits are built following the Universal Design Learning (UDL) Model and include resources such as tutorials, videos, question banks, and open source materials. E. Luther suggested that hiring more tutors for MA110 would also be useful.

FACULTY COUNCIL OF COMMUNITY COLLEGES REPORT

R. Labuz indicated that he will be attending a series of committee meetings in Albany for the governance committee on which he serves. Those with questions about college governance or SUNY governance should bring them to R. Labuz. The committee meetings will set up the plenary for April. R. Schulman will serve as an alternate delegate at the plenary.

OLD BUSINESS

Applied learning Report: J. Maio reported that an inventory of all applied learning experiences offered on campus was submitted by the first deadline of February 15th. Although internships are a large part of applied learning, other types of applied learning include service learning and volunteerism, study abroad, research projects, and the honors program. They are now working towards the next deadline of April 15th, which will

include a report on data collection (currently being worked on by J. Myers and the registrar), faculty engagement, and student engagement. J. Maio and L. Kahler are drafting a response, and are aiming to cover specific parameters as generally as possible. They will share the response with the senate, faculty caucus, the president, and cabinet. After this report, a feasibility study will need to be done to determine whether or not applied learning should be a graduation requirement, with a decision due by May 2017. Though it hasn't been explicitly stated, the impression is that the Chancellor has a goal to replicate the well-established and robust applied learning program at the University of Cincinnati within the SUNY system, and will likely provide incentive to move in that direction. J. Maio expressed that they want this process to be as open and transparent as possible, so those with questions should email either him or L. Kahler.

NEW BUSINESS

Curriculum Committee Update: D. Kelly reported that he met with Curriculum Committee to discuss the recommendations given in APSC's comprehensive report regarding the policies and procedures for proposing and approving changes to curriculum. He and A. Fried have drafted proposed procedures for proposing, voting on, and forwarding changes to curriculum, incorporating all but the following two recommendations from APSC: 1. Initiator be notified electronically at each step of the process; and 2. An Appeals group be established to hear issues. Instead, the initiator will be notified at each step, although not necessarily electronically. It was also determined that a separate appeals committee would further delay decisions, and that the goals of such a group are already met in the description of the Curriculum Committee. A vote from at least 60% of center members with academic rank is being discussed as a minimum requirement for proposals to be considered. Once curriculum committee has discussed and formalized their procedures, their proposal will be forwarded to APSC.

Faculty Caucus Report: C. Miller reported that the faculty caucus met last week and discussed three main items: badges/microcredentials, a form from the DSO, and weather delays. The conversation surrounding badges/microcredentials was a good one, with much discussion on what they were, as well as their positive and negative aspects. There were many questions and T. Thomas was available at the caucus meeting to provide information. A deeper conversation will be held in the future and J. Lowman offered to be a resource. Senate members also commented that this has been a topic at APSC as well, and suggested that K. Barefoot would be a good resource to consult.

The issue regarding the DSO form had already been resolved between the time the concern was expressed and when faculty caucus met, so it was a bit of a moot point, however if there are concerns let C. Miller know.

Recently a weather delay caused the college to open at 10:00 on a Tuesday. The delay and the wording given in the notification caused confusion about whether classes that started before 10:00 but ended after 10:00 would be abridged and start at 10:00 or just cancelled completely. For example, C. Miller had a 5 hour lab that day starting at 8:00, so they still had 3 hours of class, but only 1/3 of her students were in attendance. M. Snyder indicated that there have already been discussions about changing the wording and start times to correspond to class times as best as possible (10:00 on MWF; 11:00 on TR). A discussion among the senate members followed, with a general consensus that a college-wide policy would be better than policies decided on an individual instructor basis. Senate members were in general agreement that if the college should open at 10:00, then the college community should report to wherever they would normally be at 10:00.

ADJOURNMENT

R. Santos moved, and J. Woodrow seconded, to adjourn the meeting. The meeting was adjourned at 3:37 p.m. by common consensus.

NEXT MEETINGS

The next meeting of the College Senate will be **Tuesday, April 5, 2016, at 2:30 p.m. in IT 225.**

The next meeting of the Senate Advisory Committee will be Monday, March 28, at 3:00 p.m. in PH 304.

Respectfully submitted,

Anna Radlowski