

MVCC College Senate Meeting

Tuesday, September 5, 2023

2:30pm WH255

Attendance

Present: E. Brindisi, E. Bush, K. Cordary, S. Crocker, S. Dar, N. Evanoff, M. Faitell, R. Golden, D. Head, R. Huyck, J. Ireland, M. Kuczynski, S. McCall, M. McHarris, S. McManus, A. Miller, C. Miller, A. Nolan, M. Parry, A. Roy–Small, A. Sandstrom, S. Selden, S. Silverman, D. Stefanovich, R. VanWagoner, F. Vellone, J. Wilcox, J. Wilkie, L. Williams, and R. Wittenberg

Student Senators: J. Kober, Y. Naruse

Absent/Excused: C. Albrecht, S. Cummings, S. Frisbee, C. Hendricks, S. McGovern, K. McNamara, R. Miller, and C. VanNamee

Call to Order

C. Miller called the meeting to order at 2:33 pm.

Approval of the May Minutes

The minutes from the May 2nd meeting were approved (L. Williams, A. Roy-Small) (27, 0, 2). The minutes from the May 17th meeting were also approved. (M. Kuczynski, S. Crocker) (27, 0, 2).

Chairperson's Report

C. Miller

C. Miller welcomed new and returning senators and encouraged senators to communicate with their constituents through the semester and to vote on their behalf in Senate. She explained where to find Senate information, including on the website, Senate Teams page, and new Newsletter.

C. Miller also commented on the Senate Goals for the year, including refining and clarifying the governance structure, updating the Senate By-laws, and increasing engagement, attendance, and communication with and from College Senators and committee chairs. Members from FCCC will also be visiting to complete a Wellness Check next month.

C. Miller also updated the Senate on the status of the EIT Ad Hoc Committee, which was created last spring, and shared information about the new Senate newsletter which is meant to give a quick update of the happenings at Senate.

Y. Naruse introduced herself as the new President of the Student Congress, and shared that, in an attempt to increase attendance, the attendance policy for Student Congress sessions has changed. Each club must designate two members to attend Student Congress, and each designee has three unexcused absences. Some upcoming events include Hawk Fest on September 6th and Club Day on September 7th.

New Business**IEC and Faculty Caucus Report on the Upcoming 2023-24
Student Class Survey Pilot****A. Lewis & J. Mihevc**

A. Lewis and J. Mihevc distributed a draft of the updated Student Class Survey (attached). The survey will no longer be conducted via scantron or Blackboard, and IEC is reviewing the option of using Survey Monkey. Additional changes to the survey include updating the language in some questions, reducing the number of Likert scale questions, increasing the number of open-ended questions, and grouping similar questions into sections. Physical education courses have a modified set of questions in Section 3 to make the questions more relevant to the nature of physical education courses and reasons students take them.

Transformation Funds Planning Narrative**L. Kahler**

SUNY is providing \$75 million in Transformation Funds to its colleges. L. Kahler explained that over the summer, the College was instructed to provide a narrative that detailed how the funds will be used, and that the narrative had to have involvement from shared governance. Because the guidelines and regulations for the Transformation Funds were not released until mid June, and the deadline for the narrative was in late July, it would have been difficult to convene the Senate, so shared governance feedback was provided by C. Miller.

L. Kahler summarized the initiatives in the narrative (attached), and explained that these were initiatives that we had planned to work on anyway, and which satisfied the SUNY guidelines. These initiatives address workforce development to fill an employment need, particularly in healthcare and semiconductors, and vocational training in prisons. We will use the funding in our Fast Track programs, some of which are already in place, others of which are new. These programs also bridge between non-credit courses and credit-bearing programs. The narrative plan has been submitted to SUNY* and we are awaiting approval. The specific timeline for receiving the funds is unknown at this time.

A. Miller motioned to ratify the Transformation Funds Narrative Plan submitted to SUNY. The motion was seconded by S. Dar and it carried unanimously (29, 0, 0).

* The day after the Senate meeting, L. Kahler emailed C. Miller with an update that the narrative plan was approved by the Review Board, and we will be getting the first allocation of the money shortly.

President's Report

R. VanWagoner

R. VanWagoner shared that he is one of four presidents on a joint advocacy committee with four trustees, working to increase state support for community colleges. The state supports students at 4-year public institutions at a rate of \$19,136 per student, while funding from the state and county amounts to \$5,842 per student. The committee will be more aggressive in their conversations with the state in an effort to achieve more equitable funding from the state for community colleges.

R. VanWagoner also provided context for the first State of the College event on October 30th. The event is primarily externally oriented and will be a means of raising awareness of the College's impact on the community among employers and community members.

Vice Presidents' Report

E. Abreu, L. Kahler, T. Squires

Highlights from the conversation about the Vice Presidents' Report (full report attached) include the following:

- **Academic Advantage Pack**

It was asked if the initiative will be reconsidered if there is a trend of students opting out. The response was that student participation in the program is actually better than expected and, with a few exceptions, has been a success. Some aspects will have to be reconsidered and revised with back-end program items, but T. Squires is meeting towards the end of the month to debrief and assess how the program went this first semester. It was requested that a summary be included in the October Vice Presidents' report.

- **Enrollment**

Although it is too early to say, some factors that may have led to the increase in enrollment include the Fast Track programs, changes to the vaccine mandate, training needs post-pandemic, scheduling annually rather than semesterly, and a higher number of returning students scheduling early.

- **Alertus**

Alertus and MV-Alert will work the same. Members of the College are encouraged to sign up for MV-Alert.

FCCC Report

A. Miller

A. Miller attended the University Faculty Senate planning meeting last week and several items were discussed on the undergraduate committee, including a resolution for supporting microcredential development, encouraging funding from SUNY for microcredentials, and ways to use AI as a tool for teaching and learning.

A. Miller is serving on an FCCC task force to evaluate transfer issues, including SUNY pathways and seamless transfer. Those who know of instances of students having difficulty transferring to a SUNY school should contact A. Miller.

A. Miller also gave an update on the Committee for Campus and Student Life, which is investigating unique models for offering accommodations to students, as well as the

Governance Committee, which is currently investigating best practices for non-credit to credit pathways. There are DEISJ[†] fellows in place to assist with the DEISJ student learning outcomes for general education, with a conference to be held in early November.

The FCCC Plenary will be October 12–14th.

Faculty Caucus Report

S. Dar

The most recent Faculty Caucus meeting was the first time the meeting was held in person since the COVID lockdown. S. Dar reported that a moment of silence was held at the meeting for J. Swistak and M. Higgins, who recently passed away.

S. Dar reported that there was a vibrant conversation about AI following a presentation by J. Mihevc, and R. Craft fielded questions and concerns about the bookstore for three quarters of an hour. An AI in Higher Ed work group was established, with C. Ehrlich as chair, and S. Dar remarked that she and C. Miller will attend a campus governance leadership conference this semester.

Questions & Open Forum

R. VanWagoner clarified that those attending the AI watch party next week will need to bring their own lunch, although popcorn will be provided. Members of the College are encouraged to attend as their schedule permits.

Adjournment

The meeting was adjourned at 4:09pm.

Next Meetings & Routing Sheet Information

The Next Regular Senate Meeting will be: **Tuesday, October 3rd at 2:30 PM in WH 225.**

The next Senate Advisory Routing Sheet for applicable Agenda item proposals is **due: Tuesday, September 19th.**

The next Senate Advisory Meeting will be **Tuesday, September 26th 2:30 PM via Teams.**

Respectfully submitted,
Anna Radlowski

[†] DEISJ: Diversity, Equity, Inclusion, & Social Justice



Student Class Survey

Purpose of the Student Class Survey

The results of this survey will be used to help MVCC make positive changes to courses and programs. Students' names are not included on the survey results that will be provided to your instructor. Please give an accurate assessment of the course so that MVCC can make the student learning experience the best it can be.

General Information

What is your course CRN number? (If you don't know the CRN number, just fill in the subject and course number in the next section.)

Write in the subject code and course number for your course (Example: EN101, FA101, etc.)

What is your instructor's last name?

Part One: Instructional Design and Classroom

Please rate your level of agreement with the following statements:

- 1. The learning objectives of this course were clearly stated by my instructor at the beginning of the semester.

Strongly Disagree Disagree Neutral Agree Strongly Agree N/A

- 2. The instructor clearly explained how the course assignments (homework, tests, reports, and projects) met the course's learning objectives.

Strongly Disagree Disagree Neutral Agree Strongly Agree N/A

3. The lectures and classroom activities in this course prepared me for my graded course assignments.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. The instructor was well prepared, organized, and used classroom time efficiently throughout the semester.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. The materials (books, online software, handouts, etc.) used in this course helped me learn.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

It would be appreciated if you provided additional comments about your instructor's instructional design and classroom effectiveness in the space provided below. These comment boxes are optional.

Suggestions for topics to discuss:

- How effectively class time was used to prepare students for major assignments.
- How well your instructor expressed their learning expectations for students.
- How well the instructor's teaching methods helped you learn.
- How you felt about the quality of the materials used in this class.

Part Two: Student Engagement and

Please rate your level of agreement with the following statements:

1. The instructor made me feel comfortable asking questions during lecture and classroom activities.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. The instructor turned the classroom into a welcoming and inclusive environment during the semester.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. The instructor identified when I was having difficulty in the course and helped me overcome these difficulties.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. The instructor encouraged me to apply new knowledge and skills to real-life situations.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

It would be appreciated if you provided additional comments about the way your instructor interacted with students in the space provided below. These comment boxes are optional.

Suggestions for topics to discuss:

- The overall mood/tone of the classroom.
- Your comfort level communicating one-on-one with the instructor.
- Your comfort level participating in the class.

Part Three—Course Specific Content

Please rate your level of agreement with the following statements:

1. The physical space and equipment used in this course was satisfactory for the needs of the course.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. The instructor related course content to real-world situations.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. This course helped prepare me for future courses and my career.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. The difficulty of the course was appropriate for the level of the course.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. This course required me to spend about the same amount of time reading, studying, and doing assignments as my other courses.

Strongly Disagree Disagree Neutral Agree Strongly Agree N/A

6. I attended tutoring sessions for this course during the semester and they helped me succeed in the class.

Strongly Disagree Disagree Neutral Agree Strongly Agree N/A

It would be appreciated if you provided additional comments about the way your instructor interacted with students in the space provided below. These comment boxes are optional.

Suggestions for topics to discuss:

- Your thoughts on the quality of the physical space in which the course was held and the equipment used for the course.
- How difficult you found the course.
- How the things you learned in the course prepared you for your future.
- How convenient the availability of tutoring support was for your schedule.

Part Four—Instructor Availability &

Please rate your level of agreement with the following statements:

1. My instructor graded assignments and provided feedback in a timely manner.

Strongly Disagree Disagree Neutral Agree Strongly Agree N/A

2. The feedback my instructor provided was useful.

Strongly Disagree Disagree Neutral Agree Strongly Agree N/A

3. My instructor replied in a reasonable amount of time when I attempted to contact them.

Strongly Disagree Disagree Neutral Agree Strongly Agree N/A

4. My instructor made it clear how to contact them outside of class by providing their office hours, email, and phone contact information.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

It would be appreciated if you provided additional comments about your instructor's availability and feedback in the space provided below. *These comment boxes are optional.*

Suggestions for topics to discuss:

- Suggestions for other methods your instructor could use to communicate with students.
- Your thoughts on the quality of feedback your instructor provided on assignments and discussions.
- How convenient your instructor's office hours were for your schedule.

Student Class Survey—PE Only Questions

Part Three—Course Specific Content (PE

Please rate your level of agreement with the following statements:

1. This activity-based course met my expectations of what I would learn in the course.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. The instructor was knowledgeable about the activity and was able to answer my questions.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. The instructor was able to work with differing abilities and modify for each individual.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Whether physical or health related, I learned something new that I will incorporate into my personal life and live a healthier lifestyle.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. The physical space and equipment used in this course was satisfactory for the needs of the course.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. This course required me to spend about the same amount of time reading, studying, and doing assignments as my other courses.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

It would be appreciated if you provided additional comments about this activity-based course in the space provided below. *These comment boxes are optional.*

Suggestions for topics to discuss:

- Is there something else or more you would have liked to learn?
- Was this course what you expected from the course title & objectives?
- Was this course too physically demanding or not enough? If it was too physical, was the progression appropriate for you to prepare?
- Is there any changes that could be made to the equipment used in this course that would have made the course better?

**Mohawk Valley Community College
Institutional Effectiveness Council
Academic Year 2023-2024**

Current Members:

Name	Representative Area	Term	Selection Method
Dean/Director, IRA (chair)	Institutional Research & Analysis	Standing	President Appt.
Mike Mihevc (co-chair)	Dean – School of STEM Transfer	Standing	VPLAA Appt.
Delissa Barlett	Learning and Academic Affairs At Large	5/31/24	VPLAA Appt.
J Lewis	Learning and Academic Affairs At Large	5/31/24	VPLAA Appt.
Colly Doty	Registrar	Standing	VPSA Appt.
Christine Miller	Senate Chair	5/31/24	Ex Officio
Annifer DeWeerth	At-Large	5/31/24	President
Vincent Pellizzi	Administrative Services (At-Large)	5/31/24	VPAS Appt.
Justin Rahn	Student Affairs (At-Large)	5/31/24	VPSA Appt.
Samit Sharma	Faculty – School of STEM Transfer Physical Science, Physics	5/31/24	School Appt.
Vacant	Faculty – School of STEM Career Engineering & Applied Technologies	5/31/25	School Appt.
Outgoing, Robert Huyck Incumbent	Faculty – School of Business and Hospitality Hospitality	5/31/23	School Appt.
Dominic DiMaggio	Faculty – Athletics Head Coach/Athletics Specialist	5/31/24	School Appt.
Corin Williams	Faculty – School of Public and Human Services Education	5/31/24	School Appt.
Alina St. Croix	Faculty – School of Humanities	5/31/23	School Appt.

*Vice President for Learning & Academic Affairs (invited as appropriate)

**Mohawk Valley Community College
Transformation Funds Planning Narrative**

Group 1: Enhancing Economic Mobility Through Preparation for Employment in High-Demand Fields

Fast Track Career Initiative Expansion

Historically, the public education system has failed to live up to its promise for many of its students. Discriminatory legacy systems and systems lacking equity measures allowed too many students to fall through the cracks and never truly reap the benefits of receiving an education. This has not only resulted in lost earning potential but also continuously strains the availability of skilled labor in the workforce, posing a threat to recent economic growth in the Mohawk Valley.

In response to these challenges, Mohawk Valley Community College (MVCC) took steps beyond statements of support by devising and launching the Fast Track Career initiative—a restorative action to reconnect neglected populations to outcomes they were promised.

MVCC's Fast Track Career initiative represents a groundbreaking transformation in workforce training and placement strategies. It provides short-term training experiences, free of charge to students, treating all training equally, regardless of whether it directly leads to college credit. The primary aim of this initiative is to offer rapid retooling opportunities that guide individuals towards rewarding careers. Unlike many other programs that focus solely on reducing financial costs, the Fast Track Career initiative prioritizes minimizing the opportunity cost for under-resourced populations, acknowledging the significant sacrifices they may need to make to attend college.

Through community-based and user-designed outreach efforts, MVCC achieved significant enrollment in the Fast Track curriculums, with over 375 individuals joining within the first three months of its launch. This number has since increased to 503 current registrations, and the program demonstrated an impressive completion rate of 75% among the initial student cohort.

It is worth noting that 55% of the total trainees reside in the City of Utica, while 12% are from the City of Rome, together accounting for 67% of the program's participants from the region's urban centers. The remaining 33% come from thirty-four additional zip codes. Additionally, the Fast Track program's student population exhibits greater racial diversity and tends to be older compared to the College's traditional student body. This success demonstrates that the Fast Track Career initiative has succeeded in engaging its intended audience, which historically has not accessed advanced training opportunities at MVCC at proportional rates.

MVCC's objective is to leverage transformation funds to broaden the scope of Fast Track Career Offerings by introducing two innovative pathways.

- **CNA to RN Fast Track Pathway:**

To develop Oneida County's nursing workforce pipeline, MVCC aims to enhance the accessibility of nursing education through strategic partnerships with providers. These partnerships will enable nursing students to maintain employment during training and access

employer and government training funds to support their education. As an initial step, MVCC, in collaboration with providers and Oneida County, will establish a comprehensive system aimed at recruiting individuals for entry-level roles in the healthcare sector, through the development of a clear pathway from these initial roles to long-term, sustainable careers offering living wages.

MVCC will collaborate with employers to provide employer-based CNA training, allowing for a seamless transition for entry-level employees from non-clinical to clinical positions. This transition will result in an almost immediate increase in pay, effectively addressing a crucial need for providers. Furthermore, the subsequent training will offer CNAs opportunities to progress towards more advanced and higher-paid roles, such as LPN and RN positions.

To accomplish these goals, the College will use Transformation funds to enhance resources, enabling the addition of two full-time nursing faculty members over two years—one faculty member per year. This bolstered staffing will empower MVCC to increase nursing program enrollment by 15% in the initial year and an additional 15% in the subsequent year. Moreover, the funding will be utilized to subsidize CNA and RN tuition, fees, and books, ensuring that the target population can access training without incurring any out-of-pocket expenses.

- **Semiconductor Manufacturing Fast Track Pathways:**

In response to the historic Micron investment and the hiring demands of legacy regional microelectronics manufacturers (such as Indium Corporation, Semikron-Danfoss, Wolfspeed), MVCC plans to establish a Semiconductor Manufacturing Fast Track pathway. This pathway aims to equip trainees with essential skills for entry-level manufacturing technician roles, with the added benefit of converting to college credit, granting advanced standing in MVCC's Mechatronics certificate for program matriculants.

Moreover, MVCC will collaborate with employer partners to design a streamlined system that optimizes existing employer tuition reimbursement plans. This will be achieved through the implementation of a convenient and guaranteed tuition deferral system, acting as an incentive for additional training, facilitating career advancement, and enabling rapid wage progression. Transformation funds will be allocated to subsidize student training costs, ensuring maximum program throughput to expedite the workforce impact.

North Country Surgical Technology Workforce Programming

The North Country region of NYS is facing a healthcare crisis due to the scarcity of surgical technologists, primarily caused by the absence of surgical technology programs north of the thruway corridor. MVCC aims to address this issue through a collaborative effort with Jefferson Community College, Clinton Community College, and North Country Community College. The goal is to create innovative pathways to Mohawk Valley Community College's Surgical Technology degree, utilizing general education coursework from regional community colleges and technical courses offered by MVCC.

In the first year, the collaborative community colleges plan to launch programs in Watertown (in partnership with Samaritan Medical Center), Plattsburgh (with Champlain Valley Physicians Hospital), and Saranac Lake (with Adirondack Health). Each location will accommodate cohorts of eight students, totaling twenty-four students, with enrollment expanding to thirty students in the second year.

To support this initiative, MVCC will utilize transformation funds to cover part-time instructional expenses.

Higher Education for the Justice Involved Prior Learning Assessment (PLA) scholarship for Vocational Credentials and Entrepreneurship

A major initiative for the SUNY system and for MVCC is to address the educational needs for our New York State Correctional Facilities. MVCC is positioned to address these needs from a workforce development perspective through vocational technology credentials and entrepreneurship skills and credentialing. The college program will consist of two, three-credit courses. The first course is a portfolio writing course with reflection on past learning experiences and how to equate them to college level Student Learning Outcomes. This course will build in the General Education competencies for AOS degrees of Critical Thinking and Reasoning, Information Literacy, Communication, and DEISJ (Mathematics and Natural Science competencies will be gained in other course content areas). The program also will offer an Introduction to Entrepreneurship course that will start the students on MVCC's Entrepreneurship Certificate pathway. The program will crosswalk the vocational training in the Department of Corrections Employability profiles with Mohawk Valley Community College credit courses. The portfolio writing class will work as the assessment tool for student learning and combines with the one-year entrepreneurship certificate could put the students close to a full two year general or individual studies degree. The goal of the program is to give these students technical skills and business knowledge to create and run their own business upon release. This program will also introduce the students to college classwork as an incentive to continue within the DOCCS system and be able receive federal and state aid or finish their education when released.

The Transformation Funds will support a part time student liaison for application processing, certificate of residency processing and acclimating fifty current vocational inmates on a pathway to credentialing their vocation training and the start of course work on how run their own business.

Vice Presidents' Senate Report
August 25, 2023

Summer boasted a tremendous array of community involvement, prospective student engagement, summer enrichment as well as ongoing recruitment initiatives.

- Campus welcomed more than 270 students at the Commuter Welcome Days and made folks feel at home during the Residence Accepted Student Days.
- The MVCC Math Corp rolled out their model program again on campus complete with returning student mentors, parent orientation sessions, and tree camp. They kept math accessible, inspiring, and fun with their Minister of Humor!
A total of 23 students enrolled, 11 rising 7th graders, 2 rising 8th graders, and 8 rising 9th graders.
- EOP summer program matched learning with leadership and teamwork, and the Rome campus hosted our Job Corp Scholars.
- The International Student Program continue their excellent work with 50 returning students.
- OAR led an on-campus MVCC tour for teenagers that are blind or visually impaired from the CABVI organization. There were about 15 people attending from the Camp Abilities program of 13–15-year-old students.
- The enrollment, post-deregistration, looks promising. As of this writing we are overall 5.09% up. Thanks to everyone who is involved in this process.
- We are thrilled to announce that Holly Doty is beginning her first Academic Year at MVCC as Registrar, and that Vincent Petronio has assumed the role of Dean of the School of Business and Hospitality. We welcome them both to their new respective roles.
- Brightspace conversion - The conversion to Brightspace has been completed with some small issues that are expected with implementation. The Educational technologies team has conducted many training sessions and open hours for faculty as well as piloted the summer session in Brightspace. We have had no major issues with the system and conversions have gone well for almost all courses. Technical issues with Barnes and Noble and with publisher sites are being resolved and faculty have generally reported to the team that Brightspace has been easy to use and to create course content.
- The quickest way to know if the College is closing (or opening late) due to weather or other reasons is to sign up for MV Alerts. This system is used to notify faculty, staff and students if there is an emergency on campus or the operational hours of the College are altered for some reason. You can find the portal to sign up for the MV Alerts by accessing your MyMV account and using the Emergency Alert System tile. If you are already signed up it is also a good idea to update your information periodically. Multiple phone numbers and email addresses may be entered to allow for maximal notification efficacy or to include other people.
- You may recall we closed the College early on Friday July 28 to allow contractors to do some electrical repair work on the Utica campus. Part Two of that repair will include

shutting the power, and closing the College, for a full day in a few months. Our best-case scenario is this will be done during the break between the Fall and Spring semesters. Once we have confirmation from the contractors that all parts necessary to make the repair have been procured we will look to schedule the repair and notify the College community.

- As in past semesters there is an employee meal plan available for the dining hall. Purchasing a block of meals through the Auxiliary Services Corporation is the most cost effective way to buy meals in the dining hall with the convenience of simply swiping your ID card for entry. Please visit the ASC offices on the second floor of the ACC Building for more information and to purchase the meal plan.

Respectfully Submitted,

Esmilda Abreu
Tom Squires
Lew Kahler