



January 31, 2008

**PRESENT:** J. Alas, D. Baxter, I. Benz, P. Bishop, C. Boettrich, B. Connell, K. Eirich, M. Ernsthause, , M. Ewanechko, S. Fess, M. Fine, M. Fugate, E. Grissing, S. Hageen, A. John, N. Karolinski, R. Kennedy, D. Leach, A. Leopard, , D. McConkey, J. McKenna, M. Murphy, S. Murphy (Secretary), J. Nelson, P. Ornt, E. Ripton, T. Schichler, D. Smith, A. Striegel, J. Thompson, M. Timmons, T. Tugel (President), J. Waasdorp, P. Wakem, , S. Weider C. Wendtland, , S. Wexler, H. Wheeler (Vice-President), W. Willard, H. Wynn-Preische, W. Yanklowski.

**ABSENT:** S. Batistta-Provost, M. DiSano, J. Downer, S. Forsyth, K. Huggins, P. Peterson, H. Pierre-Philippe, D. Shaw, J. Striebich

**GUESTS:** D. Cecero, K. Collins, C. Downing, R. Rodriguez

**STUDENT REPRESENTATIVE:** Ron Quider

- I. Meeting called to order:** 3:37 p.m.
- II. Announcements:** None.
- III. Approval of Minutes:** Minutes of December 13, 2007 Faculty Senate Meeting approved as written.
- IV. Standing Committee Reports**

Academic Policies Committee – W. Willard

- A. Over January Intersession, W. Willard worked with other members of the Executive Committee to update the official version of the resolutions on the Senate website. Recent changes to the resolutions that were approved by the Senate and Vice-President Glocker have now been incorporated into the current AP resolutions.
- B. Over January, W. Willard worked to develop the wording for a policy on credit for prior experiential learning for adult learners that could be incorporated into current transfer credit policy. This spring, APC will continue to work with the Office of Experiential and Adult Learning to further develop policies concerning portfolio assessment for adult learners.
- C. APC has an ambitious agenda for spring semester and will be working on the following issues:
  - a. Guidelines for granting experiential learning credit (as stated above)
  - b. Procedures for the one-time late withdrawal process
  - c. Policy change permitting a student-initiated W to be replaced by a grade of F in instances of academic dishonesty where the student had earned a grade of F before initiating the withdrawal
  - d. The effectiveness of course prerequisite enforcement

APC looks forward to sharing further information with you throughout the spring semester concerning these issues.

### Curriculum – A. Leopard

- A. The Curriculum Committee has given final approval to:

One course revision:

CR1F HED 207 Emotional Wellness

- B. The Curriculum Committee has posted:

Three course deactivations

CD1F MTH 205 Technical Mathematics III

CD2F BUS 107 Money in Literature

CD3F HIS 251 Literature and Philosophy of China and Japan

### NEG – S. Fess

The NEG committee is initiating the process for bylaws review, which is done every three years. If you would like to know more about the process, refer to resolution 6.1.6 and bylaw section Article X section 5. Please contact Harry Pierre-Philippe if you have questions.

### SCAA -- M. Timmons

- A. Director of Counseling Search – The ad hoc SCAA committee has completed their charge to conduct a parallel search for a Director of Counseling and Advising and have forwarded their recommendation(s) to Vice President Salvador. The FS Executive Committee has invited Bob DeFelice, Chair of the Director of Counseling ad hoc committee, to provide feedback regarding the use of an ad hoc committee in the process. SCAA thanks the committee for all their hard work.

- B. The Presidential Search is on track and the committee will be interviewing semi-finalists in February.

- C. The Academic Department Chairperson Election-SCAA is charged with overseeing the department chair election process as outlined in Section 5.1 of the Faculty Senate Resolutions. Letters have gone out to the 4 departments who will be electing chairs: Law and Criminal Justice, English and Philosophy, Human Services, and Business Administration/Economics.

The timetable is: Tuesday, February 26, 2008 – First Posting of Candidates

Thursday, February 28, 2008 – Final Posting of Candidates

Voting will take place on Thursday, March 6, 2008, between 9:00 a.m. and 4:00 p.m. at Brighton and

from 9:00 a.m. – 3:30 at DCC

The chair elections are being held earlier in the semester to provide a smoother transition for those departments with new chairs.

### Planning – E. Grissing

The committee has received the Strategic Planning Grant proposals from the Grants Office. They will review and rank the proposals and make recommendations for funding to the President by mid-March.

### Professional Development – B. Connell

- A. The Professional Development workshop held on January 16, 2008 on the topic of “Helicopter Parents” was attended by 63 people. Bonnie thanked the presenter and panelist who moderated the workshop.
- B. There will be an announcement in the Tribune regarding the Leaves for Professional Advancement for the Benefit of the College. Applications are available on the Faculty Senate website are due by February 27, 2008 at noon.
- C. Information about the Wesley T. Hanson Award for Teaching Excellence will be posted in the Tribune soon.

**V. Student Announcements**

R. Quider wanted to thank everyone for their support of the Baden Street Settlement community service project which took place on December 15, 2007. The Brighton Student Government will be finishing their project on February 9<sup>th</sup> and extended an invitation to join. If you are interested in helping out, meet at MCC at 9:00am. The Brighton Student Government is raising money for the O'Hanlon Family First Responders Scholarship and will be selling carnations on February 14<sup>th</sup> and will be selling candy on an on-going basis.

**VI. Old Business**

None

**VII. New Business**

A concern was raised about the procedure whereby waitlisted students can be swapped for non-attending students. The concern focused on making the students informed about the possibility that they could be dropped for non-attendance so early in the course. E. Ripton will look into this.

Meeting adjourned at 4:00 p.m.

Respectfully submitted,

Terri Tugel  
President

Susan Murphy  
Secretary

**Minutes approved at the February 28, 2008 Faculty Senate meeting.**



February 28, 2008

**PRESENT:** J. Alas, S. Batistta-Provost, D. Baxter, I. Benz, P. Bishop, C. Boettrich, B. Connell, J. Downer, M. Ernsthausen, , M. Ewanechko, S. Fess, M. Fine, M. Fugate, E. Grissing, S. Hagreen, A. John, N. Karolinski, R. Kennedy, A. Leopard, , D. McConkey, J. McKenna, M. Murphy, S. Murphy (Secretary), J. Nelson, H. Pierre-Philippe, E. Ripton, , J. Striebich A. Striegel, T. Tugel (President), J. Waasdorp, S. Weider, C. Wendtland, H. Wheeler (Vice-President), W. Willard, H. Wynn-Preishe.

**ABSENT:** M. DiSano, K. Eirich, S. Forsyth, K. Huggins,, D. Leach, P. Ornt, P. Peterson, T. Schichler, D. Shaw, D. Smith, J. Thompson, M. Timmons, P. Wakem, S. Wexler, W. Yanklowski..

**GUESTS:** L. Annesi, V. Avalone, E. Baker, D. Cecero, C. Clarke, C. Cooper, R. Degus, C. Downing, W. Drumright, J. Ekis, M. Fox, J. Hill, A. Hughes, R. Leopard, E. Mancuso, M. Marino, P. Miller, J. Moorehead, D. Rivers, J. Volland, H. Williams, A. Wilson

**STUDENT REPRESENTATIVES:** Jenn Bickel, Ron Quider

**I. Meeting called to order:** 3:38 p.m.

**II. Guests:** J. Glocker and C. Belle-Isle-Discussion on recent issues regarding the transferability of community college credit.

- During the 1970s the SUNY Board of Trustees granted two-year colleges the ability to transfer to SUNY four- year colleges.
- In the early years, community colleges offered mainly career degrees. Now, they offer many more transfer degrees.
- The four-year colleges are under a tier system with SUNY.
- Gov. Spitzer created a Commission on Higher Education, part of which is charged with addressing transfer issues. Community colleges are voicing concerns to this committee.
- Some states are mandating a uniform course numbering system. SUNY is reviewing this possibility.
- C. Belle-Isle is on the Special Joint Committee on Transfer and Articulation, which was created through the efforts of the University Faculty Senate and the Faculty Council of Community Colleges. Its purpose is to identify impediments to transfer and explore strategies to eliminate transfer problems. Chris has developed surveys which were sent to the two and four-year colleges to try to ascertain where the problems lie. Work on this committee will be completed this spring.
- MCC is proactive on the topic of transfer and articulation. Many community colleges which are smaller than MCC lack the resources to deal with the issues.
- The SUNY tier system has impacted how education budget money will be spent. Higher tier colleges receive more money that helps them to build up the retention and quality of students. Brockport has recently joined a higher tier.
- Approximately 50% of MCC graduates transfer to a SUNY institution. Of the other 50%, recently, a higher percent of students are transferring out of state rather than stay local at

private colleges. It is increasingly difficult for an MCC student with a 2.5 GPA to transfer to the area SUNY colleges.

### III. **Announcements:**

- A. V. Avalone--the Leadership Academy will be starting a second cohort. There will be two information sessions: March 10 at Brighton from 12-1 and March 12 at DCC 12-1. Check the Tribune for all the details.
- B. T. Tugel
  1. Presidential search update
    - a. Overview of the process
      - Summer 2007
        - Board leadership commits to a transparent and participatory process that identifies best qualified candidate(s)
        - SCAA provides feedback re: qualifications & characteristics of a successful candidate
      - Fall 2007
        - SCAA sponsors forums for college community input
      - Dec 2007 – Jan 2008
        - SCAA and PSAC review applications and make recommendations to the Board re: semifinalists
        - Board adds two applicants to the semifinalist list
      - Feb 2008
        - Richard Guon replaces Lori Van Dusen as Board chair,
          - draws media attention to the MCC Board of Trustees and the presidential search process
          - FA and FS leadership meet with Richard Guon
        - SCAA and PSAC conduct interviews of 7 semifinalists as planned
      - b. Upcoming events-please share any meeting information with constituents
        - Board of Trustees' Meeting
          - Monday March 24 Time to be announced (Monroe A and/or B)
            - finalist candidates selected
        - All College Meeting
          - Wednesday March 26, 4:30 p.m. 8-200
            - SCAA's report regarding finalist candidates
        - Open forums with the candidates
          - March 31 – April 11
        - Board of Trustees' Meeting
          - Monday April 28 (location TBA)
            - Recommendation for the next president forwarded to SUNY
        - SUNY Board of Trustees
          - May 13 or June 17 meeting
          - approve or reject MCC's Board of Trustees' recommendation
      - 2. Peace officer discussions-there will be several forums on the issue of MCC having Peace Officers. The forums will be held at Brighton on March 3 and March 13 from 12-1 in the empire Room and at DCC on March 5 from 12-1 in Rm 4-193

IV. **Approval of Minutes:** Minutes of January 31, 2008 Faculty Senate Meeting approved as written.

### V. **Action item:**

Curriculum action item:

Program revision-PR2F Performing Arts: Music, AS, motion passed.

## VI. **Standing Committee Reports**

### Academic Policies Committee – W. Willard

- A. Since the last Senate meeting, W. Willard worked with Andy Morris to resolve an issue regarding the academic calendar. The first five-week summer session (Summer Session 1) for 2008 and 2011 are missing a line that states that Friday, the last day of classes for Summer Session 1, is also the final exam period. W. Willard requested approval from the Executive Committee and Academic Policies Committee (APC) to permit Andy Morris to add that line to the calendars, since it appears to simply be an oversight in editing. APC is simply notifying members of the Faculty Senate of this change to the calendars.
- B. Betsy Ripton has added a line of text to all student schedules and bills: "Lack of attendance may result in your being dropped from class" This was to resolve the issue that was presented at the last Senate meeting concerning swapping out students on the waitlist who are not attending with those who are attending.
- C. The committee is currently working on finalizing the wording to incorporate prior experiential learning credit through portfolio assessment into the transfer credit policy.
- D. The committee is also currently working on the one-time late withdrawal option, in response to a memo from a faculty member, and whether there should be a policy that matches the current procedures.
- E. Two members of APC, Jay Nelson and Bob Kennedy, are currently making progress on a draft policy that would permit faculty to replace a student-initiated W with a grade of F in cases of academic dishonesty should the student have earned a grade of F as a result of the dishonesty. A draft policy was presented to APC and the APC recommended some modifications to the draft. Jay and Bob are currently working on these suggested revisions.

### Curriculum – A. Leopard

- A. The Curriculum Committee has given final approval to:

Two Course Deactivations:

CD2F BUS 107 Money in Literature

CD3F HIS 251 Literature and Philosophy of China and Japan

Six New Courses:

NC1F MUS 159 Aural Skills I

NC2F MUS 160 Aural Skills II

NC3F MUS 259 Aural Skills III

NC4F MUS 260 Aural Skills IV

NC6F HIS 253 Traditional East Asian History

NC7F HIS 254 Modern East Asian History

One Program Revision:

PR2F Performing Arts: Music, AS

- B. The Curriculum Committee has posted:

Two Course Revisions:

CR27F ART 130 Sculpture, posted from 2/7/2008

CR48F ART 154 Drawing the Human Figure, posted from 2/14/2008

One New Course:

NC2S BIO 157 General Biology II without Laboratory, posted from 2/14/2008

Three Program Revisions:

PR2S Liberal Arts and Sciences - General Studies - History Advisement

Sequence - Global History Option - A.S., posted from 2/14/2008

PR4F Computer Science, posted from 2/7/2008

PR5F Liberal Arts and Sciences – General Studies – Mathematics Advisement

Sequence, posted from 2/7/2008

NEG – H.Pierre-Philippe

There are 17 senators with terms expiring this year, and nominations letters will be sent soon to the departments affected. Also, one of the two MCC Association representative's terms is expiring this year. The committee is also working on an Outlook distribution list for senators.

SCAA – T. Tugel

- A. The committee has been proceeding with their duties related to the presidential search.
- B. The committee has received a request from Janet Glocker to review and make recommendations on a proposal that would create one new position and change two position descriptions within the Vice-President of Academic Services area.
- C. Chair elections for four departments will be held on March 6<sup>th</sup>.

Planning – E. Grissing

The committee will be meeting to discuss the Strategic Planning Grant proposals from the Grants Office. They will be making recommendations for funding to the President next week.

Professional Development – B. Connell

- A. The committee has received applications for the Leaves for Professional Advancement for the Benefit of the College and will begin reviewing these at their next meeting.
- B. The deadline for the Wesley T. Hanson Award for Teaching Excellence is March 19, 2008.

**VII. Student Announcements**  
None

**VIII. Old Business**  
None

**IX. New Business**  
None

Meeting adjourned at 4:45 p.m.

Respectfully submitted,

Terri Tugel President	Susan Murphy Secretary
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**Minutes approved at the March 20, 2008 Faculty Senate meeting.**



March 20, 2008

**PRESENT:** D. Baxter, C. Boettrich, B. Connell, M. DiSano, J. Downer, G. Dutter, S. Fess, M. Fine, M. Fugate, E. Grissing, S. Hagreen, N. Karolinski, R. Kennedy, D. Leach, A. Leopard, D. McConkey, J. McKenna, M. Murphy, S. Murphy (Secretary), J. Nelson, P. Peterson, H. Pierre-Philippe, T. Schichler, D. Shaw, D. Smith, J. Striebich, A. Striegel, J. Thompson, M. Timmons, T. Tugel (President), J. Waasdorp, P. Wakem, S. Weider, C. Wendtland, S. Wexler, H. Wheeler (Vice-President), W. Willard, H. Wynn-Preische, W. Yanklowski.

**ABSENT:** J. Alas, S. Batista-Provost, I. Benz, P. Bishop, M. Ernsthause, M. Ewanechko, S. Forsyth, K. Huggins, A. John, P. Ornt, E. Ripton.

**GUESTS:** D. Cecero, C. Chang, C. Clarke, P. Collinge, K. Collins, R. Costanza, C. Downing, W. Drumright, J. Hill, C. Hirschler, M. McDonough, M. Palermo, L. Pivnick, F. Rinehart

**I. Meeting called to order:** 3:35 p.m.

**II. Announcements:**

- A. J. Wadach –John urged faculty to show their support of the presidential search committee recommendations by attending the Board of Trustees meeting on March 24. John stated it is important for the faculty to try everything possible to impact this important decision. If you would like to speak at the meeting please contact Nancy Price by March 23 at 3:00pm.
- B. H.Wheeler-1. Kevin Eirich has resigned as senator for Anthrop/History/PoliSci/Sociology and Gordon Dutter will be the new senator.  
2. The Executive Committee has sent a letter to the Board of Trustees urging them to honor and respect the work of the search committees.

**III. Approval of Minutes:** Minutes of February 28, 2008 Faculty Senate Meeting approved as written.

**IV. Action items:**

Curriculum action items:

A. Program Revisions:

- PR2S Liberal Arts and Sciences - General Studies - History Advisement Sequence - Global History Option - A.S., motion passed.
- PR4F Computer Science A.S., motion passed
- PR5F Liberal Arts and Sciences – General Studies – Mathematics Advisement Sequence, motion passed.

B. New Program:

- NP1F Mathematics Certificate (Embedded), motion passed.

**VI. Standing Committee Reports**

Academic Policies Committee – W. Willard

- A. The committee has finished finalizing the wording to the transfer credit policy to incorporate prior experiential learning through portfolio assessment, among other changes. Various constituents, such as the Executive Committee of the Senate, Office of Experiential and Adult Learning and the Office of

Admissions, are currently reviewing the proposed policy. It is expected the policy will be presented to the Senate at the April meeting.

- B. The committee is currently working on the one-time late withdrawal option. The committee is considering the concern that the one-time late withdrawal procedure may conflict with the college's current withdrawal policy and determining whether there should be changes to the withdrawal policy to include a one-time late withdrawal option.

Curriculum – A. Leopard

- A. The Curriculum Committee has given final approval to:

Two Course Revisions:

- CR27F ART130 Sculpture
- CR48F ART154 Drawing the Human Figure

One New Course:

- NC2S BIO157 General Biology II without Laboratory

Three Program Revisions:

- PR2S Liberal Arts and Sciences - General Studies - History Advisement Sequence - Global History Option - A.S.
- PR4F Computer Science A.S.
- PR5F Liberal Arts and Sciences – General Studies – Mathematics Advisement Sequence

One New Program:

- NP1F Mathematics Certificate (Embedded)

The Curriculum Committee has posted until the March 27, 2008 meeting:

One New Program:

- NP2S Sustainability, Certificate

One Program Deactivation:

- PD1S Electrical Engineering Technology – Computer Option, AAS

One New Course:

- NC1S PSY215 Cognitive Psychology

Two Course Revisions:

- CR5S PHY141 Radiographic Physics
- CR11S OPT215 Electro - Optical Devices and Systems

One Course Deactivation:

- CD2S HED206 An Introduction to Community Health Education and Promotion

- B. On March 7, the Curriculum Committee sent a request to all department chairs for input regarding their department's understanding of the definitions of MCC's local general education areas as well as the criteria for course inclusion in each area. The committee is asking that materials be returned on or before September 26, 2008. The committee is not looking for expert definitions nor expecting departments to research their definitions. It will be the responsibility of the Curriculum Committee to research general education definitions from our sponsoring and accrediting organizations, our cohort colleges, and our transfer institutions. Initial input from departments will serve two purposes. First, it will inform the committee of the extent of agreement among departments regarding the definitions of the general education areas. Second, involving departments will build a common understanding of the general education areas that will reflect the unique perspective of MCC faculty. The committee's task is to build consensus and establish valid definitions and criteria for inclusion of courses in the local general education areas that will win the endorsement of the entire faculty.

NEG – H.Pierre-Philippe

A notification was placed in the Tribune announcing that nominations are being accepted for the position of the MCC Association representative. Nomination letters were also sent to departments who have senator terms expiring.

SCAA – M. Timmons

A. Chair Elections: In accordance with Faculty Senate Resolution 5.1, Recommendations for the Appointment of Department Chairpersons, SCAA has recommended to VP Glocker the following faculty for chairpersonship for the 2008-2011 term:

English and Philosophy –Donna Cox  
Business Administration/Economics –Jim Petrosino  
Human Services – Tony Caiazza  
Law and Criminal Justice – Gary Thompson

Each of these incumbent candidates received a wide majority of the vote from their respective departments. It was very clear who the faculty preferred for each chair position and SCAA honored this.

B. Presidential search: SCAA will be presenting to the Board of Trustees on March 24 the recommendations for finalists. On March 26 at 4:30pm, SCAA will be presenting their findings on each finalist to the Faculty Senate.

C. Janet Glocker, Vice-President of Academic Services has asked SCAA to make recommendations on the following proposals:

Retitling and promoting the Budget Coordinator position to Senior Specialist, Budget within Academic Services and the creation of an Assistant VP of Academic Services position; this involves both the creation of a new title and subsequent job description. At this point in time SCAA has met with Janet. The committee is considering the options and are currently gathering input and information.

D. Janet Glocker had first contacted SCAA in October 2007 about her intention to shift Manufacturing, Mechanical and Construction programs to the Applied Technology Center. SCAA spent considerable time studying the proposed realignment and the potential ramifications. In January 2008, SCAA sent Janet a reply stating that they strongly recommended that the transfer of these departments take place in an evolutionary manner to take advantage of the combined strengths of both areas and that all parties look forward for the good of the students and the good of the community's workforce. In March 2008, Janet Glocker decided not to shift these departments and expressed thanks to the Engineering Tech faculty for working hard to address her concerns. She stated the positive results reflect their energy investment. The Faculty Resource Committee that was formed in October 2007 will no longer be needed.

Planning – E. Grissing

The Committee has reached a consensus on winners of strategic grant proposals. Ed will be meeting with President Flynn to seek final approval of the Committee's recommendations.

Professional Development – B. Connell

A. The committee has received applications for the Wesley T. Hanson Award for Excellence in Teaching and the Award for Excellence in Professional Service. They will begin reviewing these at their next meeting.

B. The Professional Development workshop is scheduled for June 12 and 13<sup>th</sup>. This event is being co-hosted by the Professional Development Committee of the Faculty Senate, the Dean of Liberal Arts and the Dean of Science, Health and Business. Representatives from CUR (Council on Undergraduate Research) will be at the workshop.

**VII. Student Announcements**

None

**VIII. Old Business**

T. Tugel-Presidential Search-Terri Tugel and Charlie Clarke met with Board Chair Richard Guon today regarding the format for the March 24<sup>th</sup> Board of Trustees meeting. Mr. Guon is proposing any board action regarding finalist candidates for the presidential search be moved to a special meeting of the Board of Trustees held at 5:00 p.m. on March 25<sup>th</sup> or March 26<sup>th</sup>. This special meeting would be devoted solely to the presidential search and speakers would be allowed to address the board if they submit a written request to Nancy Price, Secretary of the Board 24 hours prior to the meeting. All Board discussion and voting on finalist candidates would occur in a public meeting. Terri urged faculty to consider speaking at the meeting.

Charlie Clarke noted that the Board will be addressing the contract at the March 24<sup>th</sup> meeting. The FA Council has approved the contract. Charlie urged everyone to attend the March 24<sup>th</sup> meeting. The Faculty Senate meeting scheduled for March 26<sup>th</sup> to hear SCAA's report of the finalist candidates will be rescheduled if needed.

**IX. New Business**

None

Meeting adjourned at 4:40 p.m.

Respectfully submitted,

Terri Tugel  
President

Susan Murphy  
Secretary

**Minutes approved at the April 24, 2008 Faculty Senate meeting.**



April 24, 2008

**PRESENT:** J. Alas, I. Benz, P. Bishop, C. Boettrich, T. Ciambor, B. Connell, M. DiSano, J. Downer, G. Dutter, M. Ernsthausen, M. Ewanechko, S. Fess, M. Fine, M. Fugate, E. Grissing, S. Hagreen, A. John, N. Karolinski, R. Kennedy, A. Leopard, D. McConkey, J. McKenna, S. Murphy (Secretary), P. Ornt, P. Peterson, H. Pierre-Philippe, E. Ripton, T. Schichler, D. Shaw, D. Smith, J. Striebich, A. Striegel, J. Thompson, T. Tugel (President), P. Wakem, S. Weider, C. Wendtland, W. Willard, H. Wynn-Preische, W. Yanklowski.

**ABSENT:** D. Baxter, S. Batistta-Provost, S. Forsyth, K. Huggins, D. Leach, M. Murphy, J. Nelson J. Waasdorp, S. Wexler, H. Wheeler (Vice-President),

**GUESTS:** S. Blacklaw, D. Cecero, K. Collins, C. Cooper

**I. Meeting called to order:** 3:35 p.m.

**II. Announcements** (T. Tugel):

- A. Terri welcomed two new senators, Gordon Dutter who is replacing Kevin Eirich and Ted Ciambor who is replacing Mary Timmons.
- B. Presidential search update-Terri thanked everyone who came to the March 24<sup>th</sup> Board of Trustees meeting. It really sent a message about how united the faculty and staff are. Please attend the next Board meeting on April 28, 2008, at 3:00pm in Monroe A & B for the committee meetings and 5:00pm for the Board meeting. It is not known if you can speak at this meeting. The Board will be receiving reports from SCAA, student government and the Faculty/Staff Leadership group.
- C. After SCAA had conducted Chair elections, Ellen Baker resigned as chair of Transitional Studies. Interim Dean Kimberly Collins met with faculty in the department, and the department members agreed that Matt Fox should be appointed for the remaining one year term. The EC approved Matt Fox's appointment as department chair for the remaining year of E. Baker's three year term. Next spring, Transitional Studies will hold a regular chair election.

**III. Approval of Minutes:** Minutes of March 20, 2008 Faculty Senate Meeting approved as written.

**IV. Action items:**

Curriculum action items:

A. New program:

NP2S Sustainability, Certificate, motion passed.

B. Program deactivation:

PD1S electrical engineering Technology-Computer Option, motion passed.

**VI. Standing Committee Reports**

Academic Policies Committee – W. Willard

- A. As a result of the Monroe County school board change to the dates of the spring recess for Monroe County public schools, Andy Morris has updated the MCC spring 2009 calendar and the MCC web site

to reflect this change. Spring recess 2009 will be April 19-26 instead of the week prior. Please be sure to notify your constituents of this change.

- B. The Committee met with Deborah Benjamin and Peter Collinge concerning the one-time late withdrawal practice. Deborah Benjamin manages the one-time late withdrawal process and Peter Collinge, although not technically against a one-time late withdrawal option, expressed concerns that the practice is not part of current policy. The perspective of each was helpful to APC as it deliberated on the one-time late withdrawal procedure. Some APC members did see advantages to incorporating the one-time late withdrawal procedure into current policy, because some students with exceptional circumstances would benefit from the option to withdraw after the stated deadline. According to Deb Benjamin, approximately 150 one-time late withdrawal forms are handed out each semester, with about 50 returned to Registration & Records (R & R) signed by the faculty member. However, other APC members felt strongly that because MCC has a generous withdrawal deadline it should be adhered to without exception. Should students have a medical exception, the current policy does allow for withdrawal after the stated deadline. Also, students may process a complete withdrawal after the stated withdrawal deadline. As a result, APC reached a compromise and agreed to a one-year trial period to determine the possible ramifications of not having the one-time late withdrawal procedure. For two semesters (fall 2008 and spring 2009) R & R will not offer students the one-time late withdrawal option. When students approach R & R after the withdrawal deadline, they will receive a letter signed by Betsy Ripton that states the date of the withdrawal deadline and the various locations where the date was previously published. For these two semesters, students will also not be told of the late withdrawal option since it is not part of the current withdrawal policy. R & R will monitor the situation for these two semesters and ascertain the advantages and disadvantages of not offering the one-time late withdrawal procedure. After spring 2009, APC will revisit the issue of a one-time late withdrawal option and will then make an informed decision based on the trial period and feedback from R & R and faculty members.
- C. The Committee discussed concerns with enforcement of course prerequisites that were left over from spring of last year and whether there is a need for policy changes to clarify the wording on waiver of course prerequisites. Based on the results of the chairs survey conducted by Ed Grissing, former APC chair, at the end of spring 2007, it appears that chairs are satisfied with the current policy on prerequisites and believe that course prerequisites are being properly enforced within their departments. In addition, chairs had no recommendations for changes to the wording of the policy. Based on the results of the chairs survey, APC is not recommending changes to the prerequisite policy at this time.
- D. The Committee finalized wording to a policy to permit a faculty member to replace a student-initiated W with a grade of F in instances of academic dishonesty where the student was informed he/she would earn a grade of F due to the academic dishonesty prior to initiating the withdrawal. Julie White, Student Services representative to APC, has reviewed the policy with Dr. Salvador. The policy is being presented to the Senate for review to be voted on at the May meeting. Please be sure to discuss this policy with your constituents. W. Willard expressed appreciation to Academic Policies members Bob Kennedy and Jay Nelson for their efforts and work on this proposed policy.

#### Curriculum – A. Leopard

- A. The Curriculum Committee has given final approval to:
- One New Program:**  
NP2S Sustainability, Certificate
  - One Program Deactivation:**  
PD1S Electrical Engineering Technology - Computer Option
  - One New Course:**  
NC1S PSY 215 Cognitive Psychology
  - Two Course Revisions:**  
CR5S PHY 141 Radiographic Physics  
CR11S OPT 215 Electro - Optical Devices and Systems
  - One Course Deactivation:**  
CD2S HED 206 An Introduction to Community Health Education and Promotion

The Curriculum Committee has posted to May 1, 2008:

**Six New Courses:**

NC3S PPE 185 Sports Performance Coaching

NC5S CHI 103 Intermediate Chinese I

NC6S JPN 103 Intermediate Japanese I

NC7S FSA 110 Principles of Baking-Bread Products and Cookie Doughs

NC8S FSA 111 Principles of Baking-Pastries and Confections Products

NC4S HIS 275 History and Cultural Analysis of the Holocaust, Genocide, and Human Rights

**Eight Course Revisions:**

CR65S EDU 208 Guided Observation in Education

CR17S BUS 250 International Management and Marketing

CR18S GEO 105 Astronomy

CR14S EDU 200 Foundations in Education

CR20S SOC 209 Environmental Sociology

CR21S ENG 201 Early British Literature

CR25S ENG 202 Modern British Literature

CR26S MTH 210 Calculus I

**One Course Deactivation:**

CD3S NUR 100 Nursing Orientation Seminar

**One Program Deactivation:**

PD2S Radiologic Technology – Alternative for Radiographers, AAS

- B. The Curriculum Committee reviewed the final report from the ad hoc Middle States Recommendations Follow Up Committee II and forwarded that report with comments to the Executive Committee

NEG – H.Pierre-Philippe

No report.

SCAA – D. Shaw

- A. Presidential search- The Committee has been very busy hosting the presidential candidates. Mr. Kessler will be visiting on Friday April 25 and the open forum is at 8:15am in the Theatre. If you cannot attend the open forums, they can be viewed in the Faculty Innovation Center. There were over 100 questions submitted to SCAA but only 12 questions were used because of time constraints. The forums were well attended with 250 returning candidate surveys each session. SCAA will report the results of the survey to the Board of Trustees.
- B. The Committee reviewed and made recommendations to Janet Glocker, Vice-President of Academic Services regarding a request for SCAA's input on two new job descriptions and a creation of a new position within Academic Services. SCAA recommended the change of the Budget Coordinator position to Senior Specialist, Budget. For the position of Assistant to Vice President, SCAA did not make a comment since the Faculty Senate By Laws do not require SCAA to review this position. For the creation of a new position, Assistant Vice President, SCAA recommended creating this position and approved a draft of the job description. The Committee also recommended that an outside search be conducted and that an interim Assistant Vice President be put in place until the position is filled permanently. This recommendation is in line with other job searches for similar positions. J. Glocker has decided to hold an internal search for the position due to time constraints. Mike McDonough is chairing the administrative search committee. SCAA will be conducting a parallel search and the Executive Committee will be calling for an ad-hoc committee to form for this search.

Planning – E. Grissing

President Flynn has accepted the Committee's recommendations for the recipients of the Strategic Planning grants. Letters have been sent to all who applied.

Professional Development – B. Connell

- A. The Committee has reviewed the applications for the Wesley T. Hanson Award for Excellence in Teaching and the Award for Excellence in Professional Service. Bonnie Connell met with President

Flynn and he approved the Committee's recommendations. An announcement will be made soon regarding the winners.

- B. The Professional Development workshop is scheduled for June 12 and 13<sup>th</sup>. This event is being co-hosted by the Professional Development Committee of the Faculty Senate, the Dean of Liberal Arts and the Dean of Science, Health and Business. Representatives from CUR (Council on Undergraduate Research) will be at the workshop.

**VII. Student Announcements**

None

**VIII. Old Business**

None

**IX. New Business**

To celebrate Administrative Assistants Day, the Faculty Senate thanked Sandy Wynne, secretary, with a gift for her work with the Senate.

Meeting adjourned at 4:20 p.m.

Respectfully submitted,

Terri Tugel  
President

Susan Murphy  
Secretary

**Minutes approved at the May 15, 2008 Faculty Senate meeting.**



May 15, 2008

**PRESENT:** J. Alas, D. Baxter, I. Benz, P. Bishop, T. Ciambor, B. Connell, M. DiSano, J. Downer, G. Dutter, M. Ernsthause, M. Fine, M. Fugate, E. Grissing, S. Haggren, R. Kennedy, A. Leopard, D. McConkey, M. Murphy, S. Murphy (Secretary), P. Ornt, H. Pierre-Philippe, E. Ripton, T. Schichler, D. Shaw, D. Smith, A. Striegel, J. Thompson, T. Tugel (President), J. Waasdorp, P. Wakem, S. Weider, C. Wendtland, S. Wexler, H. Wheeler (Vice-President), W. Willard, W. Yanklowski.

**ABSENT:** S. Batistta-Provost, C. Boettrich, M. Ewanechko, S. Fess, S. Forsyth, K. Huggins, A. John, N. Karolinski, D. Leach, J. McKenna, J. Nelson, P. Peterson, J. Striebich, H. Wynn-Preische

**GUESTS:** S. Blacklaw, D. Cecero, K. Collins, C. Cooper, R. Degus, M. McDonough

**STUDENTS:** Jennifer Bickel

**I. Meeting called to order:** 3:35 p.m.

**II. Guest:** Michael Boester, Chair, Ad Hoc Committee on Assessment and Program Review. The committee was charged with providing recommendations for a new timeline for the assessment cycle and to update the program review guidelines on the Faculty Senate resolutions. (See Attachments A and B for the full details.) The following people served on the committee: Lori Annesi, Susan Baker, Stuart Blacklaw, Rory Butler, Charlotte Downing, Regina Fabbro, Jason Mahar, Denee Martin, and Margaret Murphy.

**A. Why Change the Program Review Assessment Cycle?** This came from a Middle States suggestion for improvement related to Standard 14: Assessment of Student Learning which suggests that the College examine the time frame of 7 years for the program assessment cycle citing that this length of time is long for a community college that must be responsive to community needs. SUNY Guidelines state that there should be one cycle every five to seven years. The committee recommends that there be one cycle every six years. This would provide more time to implement action plan and more time to evaluate its impacts on the program. It would decrease workload for faculty, departments, and curriculum and program Development. And it would reduce cost to the College for Program Assessment Liaisons (PALs).

**B. Why change the Program Review Guidelines?** The current guidelines are outdated and make references to committees that do not exist. Some areas are deficient in regards to SUNY guidelines. There is little guidance in the current resolutions on how to actually carryout the program review process and the resolutions were confusing. Another reason is that Dave Shaw's 2006 Program Review of Performing Arts: Music AS has been used just as much as the actual guidelines which points to the problem that the official guidelines are deficient.

- C. The committee recommends replacing the current resolutions in section 2.6 with the following seven step program review process guidelines:
1. Spring semester before program review-Step One-establish committees and collect guidelines. This step will determine the PAL, establish the Program faculty and staff committee and gather the external review committee.
  2. Fall semester of program review- Step Two-collect and analyze internal data. This step will review program mission, goals, objectives, outcomes, program design, analyze faculty/adjunct ratios, analyze how students are served, measure student learning outcomes assessment, and review support services and administrative support.
  3. Spring semester of program review-Step Three- meet with the external review committee to update them on the progress. Step Four-develop recommendations and create an action plan. Step Five-write the program review report. Step Six-submit the program review report.
  4. Fall semester after program review-Step Seven-establish a committee to carryout the action plan
- D. The committee asked for feedback from the following faculty: Tony Ciazza, Rick Costanza, David Shaw, and John Striebich,
- E. There will be an open hearing on these proposed changes on Thursday, June 5<sup>th</sup> at 2:00pm in room 8-300. The Senate will vote on this June 12<sup>th</sup>.

**III. Announcements (T. Tugel):**

- A. The next Faculty Senate meeting will be June 12<sup>th</sup> and is an All College meeting. President Flynn will be the guest speaker.
- B. This Saturday, May 17<sup>th</sup>, at 9:00am, the Board of Trustees meeting will take place and it is anticipated that they will announce their recommendation for president. The Senate has reserved a room immediately after the meeting if the College community would like to discuss the outcome of the announcement. On Tuesday, May 20 at 5:00pm in Monroe B there will be a joint meeting of the Faculty Senate, Faculty Association, CSEA and student government to discuss possible next steps.
- C. Barb Connolly DCC Dean of Academic Services, is retiring August 31. It is anticipated that there will be a search in the fall to fill her position at DCC and SCAA will be involved. It is also anticipated that Vice President Glocker will appoint an interim dean since the search cannot be completed by August 31. Vice-Appointments for interim positions do not require SCAA involvement.

**IV. Approval of Minutes:** Minutes of April 24, 2008 Faculty Senate Meeting approved as written.

**V. Action items:**

- A. Curriculum action item:  
Program deactivation:  
PD2S Radiologic Technology-Alternative for Radiographers, AAS, **motion passed.**
- B. Academic Policies action item-Resolution 1.8.2 Disciplinary Action  
W. Willard clarified a few points regarding this policy. This policy does not require a faculty member to give a grade of F in cases of academic dishonesty. It does not require faculty to change the student initiated W to an F. This policy gives faculty the right to do so if they choose to exercise that right. It is recommended that this policy be included along with the required statement on academic dishonesty in the course information sheet.  
**Current Policy**  
All students who are involved in any form of academic dishonesty shall be considered equally guilty of the transgression and shall be subject to the same penalties.

A faculty member who has evidence that a student is guilty of academic dishonesty shall initiate the appropriate disciplinary action. However, no penalty shall be imposed until after the student has been informed of the charge and of the evidence upon which it is based, and been given opportunity to present whatever statement or evidence the student desires in his/her defense.

Thereafter if the student is found guilty, the faculty member shall assess a penalty within the course, consistent with the magnitude of the transgression. Such penalty may consist of a warning, reduction in passing grade for the course, or a grade of "F" for the course.

Every case of academic dishonesty which affects a student's grade shall be promptly reported in writing to the appropriate department chairperson and the Vice President of Student Services. The Vice President of Student Services may initiate further disciplinary action in any case of repeated infractions, or in cases of complicity on a large scale. Such further disciplinary action shall be the discretion of the Vice President of Student Services and may result in probation, suspension or expulsion from the College. A record of the offense and the disciplinary action taken shall remain in the student's file.

### **Proposed Policy**

(Insert the following paragraph between paragraphs 3 and 4 above)

If a student who commits an act of academic dishonesty withdraws from the course and would have earned a grade of "F" due to the academic dishonesty, the instructor has the right to change the grade from "W" to "F." Such grade changes will be made by submitting an Academic Record Change Form to Registration and Records indicating the reason for the grade change as academic dishonesty. The student will be notified in writing by Registration and Records that the "W" grade has been changed to a grade of "F" due to academic dishonesty.

### **Rationale**

A number of faculty members have expressed concern that when they have notified a student guilty of academic dishonesty that his/her penalty will be a grade of "F" in the course, the student then withdraws from the course, thus avoiding the penalty for the transgression. After discussion over the last year between Academic Policies and Student Services concerning how to best resolve this issue, we have reached consensus to support the right of faculty to change the student-initiated W to a grade of F in instances of academic dishonesty. This policy change further reinforces to students the serious consequences that can result from academic dishonesty. Students shall retain the right to appeal or grieve the grade change by following the normal procedure for appeal or academic grievance procedure outlined in sections 1.8.3 and 1.9.4 of the Senate Resolutions.

**Motion passed.**

## **VI. Standing Committee Reports**

### Academic Policies Committee – W. Willard

- A. Revisions to the Incoming Transfer Credits policy (1.2.1) have been reviewed and finalized by Academic Policies, Senate Executive Committee, Betsy Ripton (Registrar), Andy Freeman (Director of Admissions) and Bill Sigismund (Director of Adult and Experiential Learning). The revisions are being presented to senators for dissemination to constituents and will be voted on at the June Senate meeting. The revisions were necessitated by the need to include sources for advanced standing credit that are offered at MCC but were not part of the original policy such as portfolio credit for prior experiential learning. Students with extensive experience that is equivalent to content learned in a MCC course may, through documentation of the learning, earn credit for the course. Students receive credit for documented course-equivalent learning, not for the portfolio itself. The Office of Adult and Experiential Learning has student guidelines for the development of portfolios and Bill Sigismund is very willing to meet with individual departments to talk further about experiential learning and portfolio credit. W. Willard encouraged departments to invite him to a department meeting to learn more about portfolio credit.
- B. A concern has come to the attention of the Committee regarding the College's new 15-credit DART (Dental Assistant Rapid Track) program that was recently approved by the State Education Department. The program, as approved by the State, permits students to test out of 9 of the 15 program credits. However, this violates MCC's residency requirement for certificate programs, as stated in the college

catalog, that students must complete at least 50% of the credit hours required by the program at MCC. Concerns were raised as to how the College's residency requirements for degree and certificate programs were determined and the rationale behind them. As a result, other concerns developed as to why the Senate resolutions contain no information or policies concerning graduation requirements for certificate or degree programs. As stated in the Senate bylaws, academic standards and educational policies of the College are under the purview of the Senate through Academic Policies. If graduation requirements represent part of the College's academic standards, then the Academic Policies Committee and Executive Committee believe they should be included in the Senate resolutions. Since a number of important concerns developed as a result of the DART issue, these concerns need time to be resolved and will be a focus for the Executive Committee and Academic Policies in the next academic year. In order to resolve the immediate issue as to how to fairly handle the three students scheduled to receive DART certificates this May who do not meet residency requirements, Vice President Glocker waived the 50% residency requirement for those three students. Academic Policies and the Senate Executive Committee concur with the decision made by Vice President Glocker.

- C. W. Willard has received and replied to a number of questions from different senators concerning the W to F proposal that was voted on as an Action Item at this meeting. As a result of suggestions from faculty, portions of the Disciplinary Action policy (1.8.2) that were not part of the action item put to vote at this meeting are being modified. Those changes will be presented at the June Senate meeting. W. Willard encouraged senators to send her any suggested changes to 1.8.2 by May 30 in order for them to be presented with the other changes at the June 12 Senate meeting.

#### Curriculum – A. Leopard

- A. The Curriculum Committee has given final approval to:

##### **Six New Courses:**

**NC3S** PPE 185 Sports Performance Coaching

**NC5S** CHI 103 Intermediate Chinese I

**NC6S** JPN 103 Intermediate Japanese I

**NC7S** FSA 110 Principles of Baking-Bread Products and Cookie Doughs

**NC8S** FSA 111 Principles of Baking-Pastries and Confections Products

**NC4S** HIS 275 History and Cultural Analysis of the Holocaust, Genocide, and Human Rights

##### **Eight Course Revisions:**

**CR65S** EDU 208 Guided Observation in Education

**CR17S** BUS 250 International Management and Marketing

**CR18S** GEO 105 Astronomy

**CR14S** EDU 200 Foundations in Education

**CR20S** SOC 209 Environmental Sociology

**CR21S** ENG 201 Early British Literature

**CR25S** ENG 202 Modern British Literature

**CR26S** MTH 210 Calculus I

##### **One Course Deactivation:**

**CD3S** NUR 100 Nursing Orientation Seminar

The Curriculum Committee has posted:

##### **Three Course Deactivations:**

**CD4S** CE 220 Cooperative Education – Communication

**CD5S** BUS 182 Business Research Methods

**CD6S** HEC 215 Human Ecology Practicum

##### **Four Course Revisions:**

**CR6S** MET 201 Drafting/Design III

**CR7S** MET 101 Technical Graphics

**CR8S** MET 122 Computer Aided Drafting/Design II

**CR9S** MET 202 Drafting Design IV

##### **One New Course:**

**NC32S** OFT 175 Microsoft Outlook

##### **Two Program Revisions:**

**PR5S** Teaching Assistant – Technology, Certificate

**PR6S** Teaching Assistant Early Childhood/Childhood, Certificate

- B. The Curriculum Committee received the report from the ad hoc committee on Assessment and Program Review and forwarded their recommendations to the Executive Committee.
- C. The Middle States Follow-up Committee recommendations have been sent to the Curriculum Office. (See Attachment C.)

NEG – H.Pierre-Philippe

Thank you to all who helped with the various elections this semester. All departments and areas have a senator except for one of the English/Philosophy seats which the Committee is currently trying to fill.

SCAA – D. Shaw

An ad hoc committee of SCAA has been created to run a parallel search for the new position of Assistant Vice-President Academic Services. The ad hoc committee members are: Kim Martell, Chair, Cheryl Mahoney, Kate Smith, James Murphy, Carmen Powers, Angel Andreu, Christine Schwartzott, Stasia Callan, George Fazekas, and two current SCAA members, Jeff Thompson and Ted Ciambor. The ad hoc committee plans to interview candidates starting on May 19 and will hold open hearings on May 23.

Planning – E. Grissing

No report.

Professional Development – B. Connell

The Professional Development workshop, “Initiating Undergraduate Research” is scheduled for June 12 and 13<sup>th</sup>. This event is being co-hosted by the Professional Development Committee of the Faculty Senate, the Dean of Liberal Arts and the Dean of Science, Health and Business. Representatives from CUR (Council on Undergraduate Research) will be at the workshop.

**VII. Student Announcements**

J. Bickel read a message from Dan Elliott, President of the Brighton Student Government. The message said: “Dear Faculty and Staff, you have been a true ally to the students through the presidential search process. Your guidance, vision, and clear knowledge of the workings of this college have been vital to myself, and other student government members. Thank you for all of your effort in this vital situation, I appreciate everything you do for the students. On a different note, I see a resolution up for vote for Academic Policies related to the academic dishonesty cases. I assure you that I agree with this resolution, but would welcome the opportunity for another change in this section of our policies manual. The current appeal process for academic dishonesty only includes one student, where all others include two students. I would like to see this change where there would be two students on this appeal’s hearing. Thank you again for all of your hard work, and for considering that appeals change. Dan Elliott”.

T. Tugel-The Faculty Senate would also like to thank the student government. The students really stepped up to the plate and have been assertive in what they feel is important to this college. And MCC couldn’t have asked for a better student trustee, David Ladwig. Jennifer, please convey our thanks.

**VIII. Old Business**

None.

**IX. New Business**

None.

Meeting adjourned at 4:20 p.m.

Respectfully submitted,

Terri Tugel  
President

Susan Murphy  
Secretary

**Minutes approved at the June 12, 2008 All College Faculty Senate meeting.**

## Attachment A

### Memorandum

To: Annette Leopard, Chair, Senate Curriculum Committee  
From: Michael Boester, Chemistry & Geosciences  
Chair, Assessment Committee  
Date: April 7, 2008  
Re: Rationale for Program Review Assessment Cycle

The Ad Hoc Committee on Assessment and Program Review would like to share the rationale for the selection of a six year assessment cycle. At the recommendation of Middle States and the charge given by the Faculty Senate Curriculum Committee, this committee looked at both a five year cycle and six year cycle of assessment and reviewed the pros and cons of both.

#### Five Year Cycle

- The five year time frame would include two complete program review cycles per Middle States visit.
- There is an opportunity for greater oversight of the program.
- However, this time frame will increase workload for the faculty, departments and Curriculum and Program Development.
- There would be less time to implement the program action plan from the previous review.
- There could be less tangible evidence of actions which would allow for reliable evaluation of modifications.
- Only one cycle of General Education course assessment would occur.
- There would be increased costs to the college for PALs.

#### Six Year Cycle

The six year time frame would decrease the workload for the faculty, departments, and Curriculum and Program Development.

- It would allow for two cycles of General Education course assessment.
- There would be more time to implement the program action plan from the previous review.
- There could be more tangible evidence of actions which would allow for reliable evaluation of modifications.
- There would be reduced costs to the college for PALs.
- There would be less opportunity for oversight of the programs.
- It would allow for only one cycle of complete Program Review per Middle States visit.

#### Recommendation

Based upon this reasoning, we would like to recommend the six year cycle as it would be to the overall benefit of the College, Programs, and it would meet the SUNY Guidelines.

#### Committee Members

Lori Annesi, faculty, ETS: Library  
Susan Baker, Assistant Vice President, Student Services Office  
Michael Boester, faculty, Chemistry and Geosciences  
Stuart Blacklaw, Dean, Curriculum & Program Development  
Rory Butler, faculty, Office & Computer Programs  
Charlotte Downing, Director, Curriculum & Program Development  
Regina Fabbro, faculty, English-Philosophy

Jason Mahar, faculty, Mathematics  
Denee Martin, faculty, Visual & Performing Arts  
Margaret Murphy, Coordinator of Assessment

#### **Attachment B**

### **All New Program Review Requirements Highlighted (mostly Middle States/SUNY recommended) Monroe Community College PROGRAM REVIEW PROCESS GUIDELINES**

It is important to note that the comprehensive program review process of academic programs should provide the information necessary to stay current and provide the best possible education to students in the program. The process is guided by the shared governance policies of Monroe Community College Administration and Faculty. As part of the State University of New York system, the process also adheres to the recommendations for assessment by SUNY:

Each campus is responsible for overseeing the process through which the assessment of academic major programs takes place, following existing curriculum and governance procedures. Campuses and programs have maximum autonomy in the development of assessment plans for academic majors, and should include the input of faculty, professional staff, and students. (From *SUNY Guidelines for the Implementation of Campus-based Assessment of the Major* Revision: August 12, 2003)

#### **Overview of Requirements**

All programs should meet the following requirements in carrying out their assessment plan.

- Programs should complete one cycle of assessment every six years.
- Programs should include measures of student learning outcomes in their plans
- Programs should seek review of their final Program Review Report by an External Review Committee, including a campus visit and written report
- Programs should include in their plans some strategy for measuring change in students' knowledge and skills over time, specific to designated learning outcomes. (From *SUNY Guidelines for the Implementation of Campus-based Assessment of the Major* Revision: August 12, 2003)

#### **Overview of Process**

The following information is meant to assist in your process and the reporting of your Program Review. Basically there are seven steps in completing your review:

1. Obtain Program Review and PAL guidelines and establish committees
2. Collect and analyze internal data
3. Analyze written report from External Review Committee
4. Meet with Program members for discussion and recommendations
5. Write Program Review Report
6. Submit Program Review Report
7. Establish a committee to carry out Action Plan

#### **Step One: Establish Committees and Collect Guidelines** (Spring semester before Program Review)

This step provides the necessary foundation to build the Program Review. Knowing what needs to be accomplished and having all necessary resources in place will make the process run smoothly. It is particularly important to include the selection of the External Review Committee to avoid delays later in the review process.

##### **A. Program Assessment Liaison (PAL)**

Meet with Coordinator of Assessment to obtain guidelines, examples, and for information on overall process. (Contact Coordinator of Assessment for forms.)

## **B. Program Faculty and Staff Committee**

PAL will establish a committee to

- Collect and analyze internal and external data
- Present results of analysis to Program members for discussion and recommendations for the Action Plan
- Evaluate the Program Review Report
- Submit Program Review Report to the Program Chair, and then to Program Dean for approval and signature
- Submit Program Review Report to Coordinator of Assessment

## **C. External Review Committee**

The purpose of the External Review Committee is to provide programs and academic leadership with an at-arm's length, objective critique of the strengths and challenges of programs, so as to provide the basis for assessment.

### Outside Accredited Program

For programs that are accredited by an external agency (e.g. Nursing) and are reviewed regularly for reaccreditation purposes by an External Review Committee whose membership is determined by a professional accrediting body, this agency may be considered to be the External Review Committee. If the accreditation review has occurred prior to the last SUNY Program Review, it may fulfill this requirement. A description of the agency, its review team, and a copy of the accreditation report and recommendations are necessary.

### Non- Outside Accredited Program

The membership of External Review Committee for programs that do not require outside accreditation should be discussed between the Program/Department being reviewed, the dean (where applicable) and the campus chief academic officer or his/her delegate.

The ideal committee for

- A transfer program would include two members from institutions with high MCC transfer rates
- A career program would include two representative employers and two experts in the field

In general, External Review Committees should consist of not less than two (2) persons who have no academic, professional or other significant relationship to full-time faculty in the Program/Department, no previous significant or formal affiliation with the institution, and who come from academic or professional institutions belonging to a peer group (equivalent to being in the same class and having similar program size, scope and statistical, or perceived reputational, ranking).

### Responsibilities of External Review Committee

1. Review internal data and data analysis report supplied by the PAL
2. Make a campus visit to
  - Tour of Program facilities

- Discuss Program Review Report with PAL and Program Review Faculty/Staff committee
  - Make recommendations for Program
3. Write a report to the Program Review Faculty/Staff committee to include at a minimum
    - List of names of the external reviewers and organizations they represent
    - Date of the campus visit
    - Assessment of the Program, including major strengths and weaknesses
    - Recommendations for the Program
  4. Hold a follow-up meeting if necessary

**Step Two: Collect and Analyze Internal Data** (Fall semester of Program Review)

This step provides the broad view of the Program foundations, the components that provide the theoretical and practical structures of the Program.

**A. Program Mission, Goals, Objectives, and Outcomes** (Contact Coordinator of Assessment for forms.)

The mission, goals, outcomes and objectives form the basis for all decision making and general action in a program. As such it is important to be sure that each of these represent what is desired in relation to academic culture, process and product.

1. Review the Program's mission statement and describe its relationship to the institutional mission.
2. Appraise the Program's goals and objectives.
3. Explain the Program's learning outcomes and trace their relationship to course learning outcomes.

**B. Program Design**

The Program design provides the foundation for student success in the Program.

1. Review the program's catalog description
2. Describe the unique/innovative aspects of this Program
3. Evaluate the program's admission requirements
4. Analyze the program's degree distribution requirements
5. Validate any prerequisites and/or co-requisites in the degree distribution requirements
6. Describe how the Program satisfies the MCC and SUNY General Education requirements including specifics for the infused competencies (Contact Coordinator of Assessment for forms.)
7. Assure that required courses and electives are offered on a schedule to meet the needs of various student constituencies
8. If the Program is accredited, describe the program's accreditation status and identify the accrediting agency
9. If the Program has applied for accreditation or the department plans to apply for accreditation, describe the program's accreditation status and identify the accrediting agency
10. Describe how Program related co-curricular activities advance the Program's mission and goals
11. Provide an organizational chart that shows the relationship of the Program to the rest of the institution

**C. Faculty**

The quality of the faculty is critical to the quality of an undergraduate academic program. The qualifications of the faculty are useful to show the extent to which the faculty is prepared to fulfill the mission of the Program.

1. Provide a listing of full-time, part-time, and adjunct faculty assigned to the Program for the last academic year including: names, ranks, credentials, years of teaching experience, courses taught, release time, and overload
2. Describe the demographics of full-time, part-time, and adjunct faculty assigned to the Program for the last academic year
3. Analyze the percentage of courses taught by full-time, part-time, and adjunct, faculty assigned to the Program for the last academic year and compare to College averages
4. Explain how faculty professional development activities support the Program's mission and goals

#### **D. Students**

In the evaluation of the effectiveness of an undergraduate academic program, it is essential to consider the students it serves and those it might serve in the future. Student needs influence the design of the curriculum, the faculty to implement it, and the services to support it. The quality and success of a program depends upon the extent to which it meets the needs of its students.

1. Provide a student summary for the last six years including annual and aggregate numbers of: full-time students, part-time students, graduates, student demographics, and student/faculty ratios
2. Analyze demographics of students in the Program with that of the College geographical area of service– with the assistance of Coordinator of Assessment and Institutional Research
3. Describe the strategies for addressing the diverse learning styles of the students in the Program
4. Analyze the Program's enrollment patterns for the last six years
5. Evaluate any recruitment activities designed to bring students into the Program
6. Evaluate any orientation activities designed to introduce students to the Program
7. Analyze the Program's attrition patterns for the last six years
8. Describe and analyze any strategies used to address retention – if needed
9. Analyze the time students take to complete the Program
10. Analyze follow-up data on student transfer/placement for the last six years. Indicate year(s) data was collected and total number of student responses: percentage employed in the field, employed elsewhere, seeking employment, and continuing education

#### **E. Student Learning Outcomes Assessment**

Assessment of student learning upon the completion of courses allows the Program to gain information needed to determine strengths and challenges in curriculum. Over time these periodic assessments provide an institutional memory used in Program and course planning for maximum student success. (Contact Coordinator of Assessment for forms.)

1. Review the previous assessment of Program
2. Review any previous assessment of SUNY General Education and two Infused Competencies Outcomes
3. Describe any modifications made to the student learning outcomes in the Program since the last Program assessment
4. Describe the process the department uses to assess student learning
5. Describe how this process measures student achievement of Program learning outcomes

6. List major findings of this assessment of student learning outcomes done as part of the Program assessment
7. Identify what has been learned in methods of assessment that can be helpful to others as they conduct assessment of their program learning outcomes

#### **F. Support Services**

The academic and student services of the campus provide important support to the instructional efforts of the faculty. Furthermore, support services should contribute directly to the richness of students' academic lives.

1. Describe the academic advisement procedures and the way the department assesses advisement effectiveness
2. Describe supporting resources and facilities that are made available specifically for the students in this Program and the way the department assesses supporting resources and facilities
3. Describe services for job placement and/or college transfer
4. Describe student and faculty satisfaction with services that support the Program and the way the department assesses satisfaction

#### **Attachment C**

##### **Faculty Senate Executive Committee Recommendations to the Curriculum Office**

Reported to Faculty Senate May 15, 2008

In their 2006 Middle States report the evaluation team made the following suggestion: "MCC should develop an accountability system to make sure that information literacy; critical analysis and reasoning; and the study of values, ethics, and diverse perspectives are incorporated into each student's general education program."

In Fall of 2006 the Faculty Senate Curriculum Committee charged an ad hoc committee with developing an accountability system. The ad hoc committee made an interim report in May of 2007 and reformed to continue working in Fall of 2007. They made their final report to the Curriculum Committee in January 2008. The Curriculum Committee reviewed their report and forwarded recommendations to the Faculty Senate Executive Committee in April, 2008. Based on the recommendations of the Faculty Senate Curriculum Committee after reviewing the report from the Ad Hoc Middle States Recommendations Follow Up Committee II (Renee Rigoni (Chair), Professor, Business Administration and Economics; Stuart Blacklaw (ex officio), Dean of Curriculum; Robert DeFelice, Associate Professor, English and Philosophy; Alice Harrington, Assistant Professor, Library; Elizabeth Laidlaw, Associate Professor, English and Philosophy; Holly Wheeler, Assistant Professor, English and Philosophy), the Executive Committee is forwarding the following five recommendations to the Curriculum Office:

- 1) **Revise the MCC – GER titles and descriptions (p. 64 of catalog) to more closely reflect the items Middle States wants included in General Education, thereby providing greater transparency that these competencies are included in all MCC programs.**

**Infused competencies** – Revise the language to include Middle States requirements in addition to the SUNY-GER learning outcomes.

#### **MCC General Education Requirement/Infused Competency**

**Current Title:** Critical Thinking (Reasoning)

**Proposed Title:** Critical Analysis and Reasoning

#### **Current Description:**

Students will identify, analyze, and evaluate arguments as they occur in their own or others' work and develop well-reasoned arguments. Additionally, students will demonstrate the ability to define, interpret, and solve problems using such methods as creative thinking, comparative reasoning, analysis, synthesis, and evaluation.

*No specific course requirement. Critical Thinking is an infused competency, which students will learn throughout their college experiences.*

**Proposed Description:**

Students will identify, analyze, and evaluate arguments as they occur in their own or others' work and develop well-reasoned arguments. Additionally, students will demonstrate the ability to define, interpret, and solve problems using a variety of methods.

*No specific course requirement as Critical Analysis and Reasoning is an infused competency. Students will develop skills of critical analysis and reasoning throughout their college experiences, particularly in 200 level courses.*

**MCC General Education Requirement/Infused Competency**

**Current Title:** Information Management

**Proposed Title:** Information Literacy

**Current Description:**

Students will perform the basic operations of personal computer use and understand and use basic research techniques. In addition, students will locate, evaluate and synthesize information from a variety of sources.

**Proposed Description:**

Students will perform the skills of Information Management including basic operations of personal computer use and the use of basic research techniques. In addition, students will locate, evaluate and synthesize information from a variety of sources. Students will demonstrate an understanding of issues affecting the use of information by observing laws, regulations, and institutional policies.

*No specific course requirement. Information literacy is an infused competency which students will learn throughout their college experiences.*

**Rationale:**

These new descriptions add the language of Middle States while not changing the language meeting SUNY general education requirements. These changes will help demonstrate that our general education requirements in critical analysis and reasoning, and information literacy meet the expectations of Middle States. Additionally, program development, course development, compliance and assessment are clarified by making these requirements clear.

**2) Create a structure for a review of General Education as part of Program Review, particularly for the infused general education competencies.**

The ad hoc committee proposed a tool (form) to be used to assess General Education as part of Program Review. That form will be forwarded to the Coordinator of Academic Assessment and Program Review Assessment as an example of a tool to use for the purpose of assessing General Education requirements as part of Program Review.

**3) Account for the study of values, ethics, and diverse perspectives as an infused competency in the MCC General Education Requirements through Program Review.**

Although the ad hoc committee suggested incorporating these knowledge areas into the Social Studies definition, the Curriculum Committee was not ready to do so in light of their work in progress defining all of the local general education areas. The Executive Committee recommends that the study of values, ethics, and diverse perspectives be accounted for as a part of program review in the same fashion as

recommended for the infused competencies. The Curriculum Committee should propose a definition of this infused competency as part of their work to define MCC's local general education requirements.

- 4) **Add a field to the Curriculum database for new programs and program revisions to indicate where critical analysis and reasoning; information literacy; and the study of values, ethics, and diverse perspectives will occur.**
- 5) **Increase awareness among faculty of the status of Information Literacy as an infused competency.**
  - a. Encourage faculty to tailor courses to include information literacy skills.
  - b. Increase awareness among faculty of the tools and support services available to them on campus, especially MCC Libraries and the Writing Center.
  - c. Provide professional development for faculty to develop ways to best incorporate information literacy skills into their courses, perhaps in conjunction with the Faculty Senate Professional Development Committee.
  - d. Increase awareness among faculty of external resources and publications regarding the design and development of comprehensive information literacy programs. Publicize the availability of such materials as
    - i) Information Literacy Competency Standards for Higher Education. May 21, 2007. Association of College and Research Libraries. December 7, 2007. <http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.cfm#iltech>
    - ii) Middle States Commission on Higher Education. Developing Research & Communication Skills: Guidelines for Information Literacy in the Curriculum. Philadelphia: Middle States Commission on Higher Education, 2003.

The former forms the basis for information literacy programs at academic institutions across the country and is referenced in the latter publication. It is produced by a library-affiliated organization but it is not "library-centric"; the standards are meant to be applied to nearly any discipline (i.e. science, business, etc). The Middle States book is especially good because it shows how information literacy can be incorporated into a course.



June 12, 2008

**PRESENT:** S. Batistta-Provost, D. Baxter, I. Benz, T. Ciambor, B. Connell, M. DiSano, J. Downer, G. Dutter, M. Ernsthausen, S. Fess, M. Fine, E. Grissing, S. Hageen, N. Karolinski, R. Kennedy, D. Leach, A. Leopard, S. Murphy (Secretary), H. Pierre-Philippe, E. Ripton, D. Shaw, D. Smith, A. Striegel, J. Thompson, T. Tugel (President), C. Wendtland, H. Wheeler (Vice-President), W. Willard, H. Wynn-Preishe, W. Yanklowski.

**ABSENT:** J. Alas, P. Bishop, C. Boettrich, M. Ewanechko, S. Forsyth, M. Fugate, K. Huggins, A. John, D. McConkey, J. McKenna, M. Murphy, J. Nelson, P. Ornt, P. Peterson, T. Schichler J. Striebich, J. Waasdorp, P. Wakem, S. Weider, S. Wexler.

**GUESTS:** K. Affleck, J. Bartkovich, K. Baxter, M. Boester, S. Cable, C. Clarke, K. Collins, C. Cooper, D. Cox, C. Downing, C. Guess Bardques, R. Degus, R. Rezabek, S. Salvador, R. Shea, A. Tippett, P. VanKirk, J. Wadach, J. White

**I. Meeting called to order:** 3:34 p.m.

**II. Guest: President R. Thomas Flynn** - President Flynn thanked the Senate for the invitation to speak at the meeting. He spoke first about the presidential search. At the Board of Trustees meeting, during the executive session without violating the confidence of the executive session, there were not enough votes to reconsider any of the 2008 presidential search finalists. The Board spent the rest of the time on how to move forward with hiring an interim president. At the present, Mr. Guon, Board Chair, and some other board members are talking to individuals that are interested. There will be a special meeting prior to the August meeting, probably in July, during which an interim president will be named. He anticipates that the interim will have a one year term or until a new president is appointed. The Board's intention is to move forward with a new search. He expects the new search process to begin, publicly, as early as November. President Flynn stated that many people are still interested in the president's position because it is one of the best in the Untied States. It's just a matter of making some changes so that people will apply for the job. SUNY will be involved from day one and will be watching closely. President Flynn will be here until August 31. He will be around in the fall on special projects.

The reason the presidential search has garnered so much attention is because of the status of the College and that is something to be proud of. Some community colleges have similar search issues but it is not as well known. It is a big issue here because of the quality of the institution and the role MCC plays in the community. Recently while on the Bob Smith show, President Flynn received many positive comments from callers about MCC. He stressed that faculty and staff have to be aware of the fact it's not just every day that we work with the students and change lives but we do it for a lifetime, for them and the community.

In the last 9 years, together, MCC has accomplished so much: many new academic programs, which the Senate has been actively involved in, such as distance learning which has really blossomed. MCC opened the Public Safety Training Facility, the Homeland Security Management Institute, the Agriculture and Life Science Institute. There are also new facilities: campus center, residence halls, the Wolk Center for Nursing, opening this fall and the new athletic facility will open this fall. MCC has continued enrollment growth. MCC has a financial balance that is unsurpassed by any community college in the state and the lowest tuition of any community college in the state, giving the best access possible to a college education.

Since he has been president, at least half the faculty have retired. But with this loss of great talent came new talent. President Flynn thanked the Faculty Senate for working so closely with the Office of the President these last nine years. He was grateful for the cooperation he received from the Senate on any issue. The accomplishments of the College happened because of the great working relationship. He thanked the Faculty Senate presidents he has worked with the past nine years for their leadership and support: Ray Shea, Donna Cox and Terri Tugel. President Flynn asked that we never forget the impact we have on individual lives. Conversations are never with one person. It's going to be discussed at the dinner table that night, or discussed at the workplace the next day. Faculty are revered by their students. Whatever it is that is taught to students gets enhanced as they have conversations. If it has been a positive thing, it is told positively in attitude. But if it is a negative thing it gets enhanced also. The impact of teaching and advising over the years is far reaching.

The Faculty Senate presented President Flynn with several memorable gifts.

### III. All College Meeting

Question and Answer session:

Q. With the appointment of the interim president, is it possible the Board of Trustees could go back to the original slate of candidates?

Flynn: They could but I don't think they will. SUNY has a slate of people who agree to work as interim.  
Comment: I would second what Tom said and thank Terri for her leadership. My hope is that she continues with that with this Presidential search. I know that as a faculty and as a Senate we need to make a decision on how best to proceed. We can't just ignore it and I don't know where to go from here. But I trust that the Executive Committee will continue to carry on the battle.

Tugel: We have been fortunate that the faculty have been involved. Faculty have let their voice be heard. It hasn't been too difficult at times to figure out the direction the faculty want to go. We would appreciate hearing from the faculty the next steps or things to consider such as alternative courses of action or other Senate initiatives or issues beyond the presidential search.

Q. You brought up at an earlier meeting, and I hope that in the next year we can look at the availability of support services throughout the entire time we are actually teaching on campus.

Tugel: That is on our list for next year. As we expand our academic day we need to look at the support services and student services and make sure they are available.

Q. Is there some way the Board of Trustees minutes could be put on the website and if there is way to advertise the meeting?

Tugel: The date, time and location of the Board of Trustees meetings are posted on the website. One thing we have discussed along with the Faculty Association is that it is important to have faculty show up at Board meetings. The next regular meeting will be in August. We request that for the next year the meetings be held in a room that accommodates a large crowd. We expect faculty in large numbers to continue attending the meetings, especially when the search begins again.

Flynn: I have asked Terri to meet with me over the summer. Mr. Guon has asked me to put together information on how we could establish the search procedure and the process so that we don't have a repeat of what happened this year. I think there are things we can do that will prevent this from happening again. If the BOT wants to get good candidates in here changes have to be made. SUNY wants to see this done and they will be involved with this next search from day one. You will have the opportunity to put in your ideas through Terri. I want us to work collectively on this.

Tugel: In my conversations with Dennis Golladay, SUNY Vice-Chancellor of Community Colleges, came the assurance that SUNY will be involved. But I think we as faculty want to know what that involvement means. Does it mean that they will be at every meeting? Will they be moderating? We have heard of arguments and uncivil behavior between members of the board. How far will their involvement go? And at what point would board behavior be at the point that SUNY steps in?

Q. Was there ever a review of the previous search process we just went through by SUNY? Were there flaws in that process?

Flynn: The information related to the search process is well known.

Tugel: I had been told at the point, when Mr. Parinello asked the Board to stop the search due to a number of violations to the process, Dennis Golladay had assured several of us that SUNY did not agree with Mr. Parinello's statements.

Q. Given the Senate's position or the union's position, how and if, should we get involved with the call for resignations of the Board?

Tugel: I think the leadership needs to hear from the membership about this issue. As president of the Senate, my position is to represent the Senate membership as best I can. And there are costs and risks with the possible actions we take and we need to weigh our mistrust with some of the Board members versus our immediate priority of finding a president.

Q. Does MCC have any influence on the open seat on the Board at this time?

Clarke: By custom, the County Executive will propose a replacement, but the County Legislature approves it. One thing we can do as individuals is to encourage the County Legislature to select a new board member who is able to leave their partisan hat at the door. We could suggest that this would be an appointment that would get the majority approval by the Legislature. It's not clear if this is the direction that Mr. Zyra is going.

Tugel: Individuals are at liberty to express their opinion to Maggie Brooks (County Executive) and Wayne Zyra (President, Monroe County Legislature). The EC could make that request in writing to represent the Faculty Senate.

Q. Can SUNY get involved with the replacement?

Flynn: I don't think they would.

Clarke: People are encouraged to sign-up to make comments at the County Legislature meeting encouraging a bi-partisan appointment.

Q. Terri and Charlie, you both could represent us in making such a request, could you do that representing your respective constituents?

Clarke: The Senate, Students, CSEA and the FA have been clear that we are looking for individuals who are bi-partisan candidates.

Tugel: Check with the "DotherightthingMCC.org" website to get information about when that appointment would be made.

Q. What do you need from us to carry on?

Tugel: We need to hear your sentiments on calling for the resignation of Board members. How far do we want to go with that? Do we want to continue in that direction?

Q. What other actions can we take collectively?

Tugel: Options include actions such as calling for the resignations of the entire Board of Trustees although Board member resignations are not realistic. The faculty do not have the authority to remove Trustees from the Board. We could have dialogues with SUNY. We can monitor the Board as it is working with SUNY to

Q. Can the Board be fired or are they there until the end of their term?

Tugel: As we understand it, there are no procedures for removal of Board members unless they are convicted of criminal activity. We don't know all the answers but the leadership is interested in whether the Senate membership wants us to pursue these options or spend our energy otherwise.

Q. Do you need from us today a motion that says we would like you and the leaders of the other organizations to write letters to Mr. Zyra and Mr. Morelle?

Tugel: We can do that.

**Motion:** To direct the leadership of the Faculty Senate (working with FA and CSEA) to write a letter to M. Brooks, W. Zyra and J. Morelle describing what the Faculty Senate is looking for in their consideration of an appointment to the Board of Trustees.

**Motion passed.**

Q. Could we ask the leadership to sign up to speak at the August County Legislature meeting when the candidate for the appointment is discussed?

Tugel: Yes.

**Motion:** To request that the leadership of the Faculty Senate sign-up to speak on behalf of the Faculty Senate at the August 2008 Monroe County Legislature meeting when the agenda addresses the appointment of the Board Trustee.

**Motion passed.**

Tugel: I would encourage senators to talk with their constituents about what they believe the appropriate next steps should be and to pass along any ideas to the Executive Committee.

Clarke: Given that not everyone will be easily accessible during the summer, might it make sense that the executive bodies of the CSEA, FS and FA, find a common time where they could have a conversation about where we might go next?

**Motion:** To request that the Faculty Senate approve a meeting of the Executive bodies of the FS, CSEA, FA and student governments to collaboratively discuss “where do we go from here” relative to the presidential search.

**Motion passed.**

Comment: Even though the leadership will be working together, we as individuals should still write letters and attend the August meeting. This will have more impact.

Comment: With so many changes going on with the Board of Trustees, it would be nice if President Flynn can be involved with the presidential search after he retires.

Tugel: There are two main issues: 1. we are in need of a president, and 2. we have a serious issue with board members we believe have taken calculated actions and knowingly tried to manipulate a process to serve an agenda that was not in the best interest of the College. I am not sure we can put all of our efforts into both of these issues simultaneously. Do we focus on the composition of Board or do we focus on finding a new president?

Flynn: I will not influence what you will do. You have to do what you think is right. But at some point you will finish that. And it will be to your advantage to work positively, consistently, and collectively with the Board to insure that you will be part of the process. It is important that you are involved because this insures more success.

Tugel: I want to remind everyone of other undertakings and work the Senate has accomplished outside of the presidential search this year. We had many ad hoc committees: civility, probation/suspension. Classroom committee, student learning outcomes, Middle States General Education Recommendation Follow-up II, program review guidelines, search for Director of Counseling and Advising and the search for Assistant Vice President of Academic Services. We have reviewed resolutions: prerequisite enforcement, conferral of two degrees, senior auditors, policy allowing the change of a student initiated W to F, change in faculty awards We had several open hearings: smoking policy, peace officer, assessment and program review, search for the president and other searches.

**IV. Announcements (T. Tugel):**

- A. The vote of no confidence was held on May 29<sup>th</sup>. There were 553 participants from the College. The results were 546 voted for the motion and 6 did not support it and 1 abstention. There was a press conference held on May 30<sup>th</sup> where the results were announced and a joint statement read. Some faculty asked me how did the Senate go from a vote of no confidence to asking for the resignation of Board of Trustees’ members? When the leadership of the FA, CSEA and Faculty Senate counted the vote, it was decided to announce it as soon as possible after graduation. Some leaders would not be available the following week and there was a concern withholding the results would fuel rumors. The statement that was read at the press conference was drafted by the leadership of FA, CSEA, student government and Holly Wheeler, Vice President of the Faculty Senate and myself. Time constraints made it unrealistic to call a meeting to discuss this with faculty.
- B. Craig Rand has been appointed Interim Dean of Academic Service at DCC. There will be a national search for the position in the fall.
- C. I would like to thank the following retiring senators for their service to the Senate: Chris Boettrich, Kevin Eirich, Mary Ewanechko, Paul Wakem, Wanda Willard, Bill Yanklowski.

**V. Approval of Minutes:** Minutes of May 15, 2008 Faculty Senate Meeting approved as written.

**VI. Action items:**

**A. Curriculum action item:**

Resolution 2.6 Guidelines for Departmental Program Review-An ad hoc committee of the Curriculum Committee, chaired by Mike Boester, was formed to review the sections of the resolutions that addressed the program review guidelines. The ad hoc committee reported their recommendations to the Curriculum Committee. The Curriculum Committee then reported the proposal to the Executive Committee. An overview of the proposed changes was presented at the May Senate meeting .A complete electronic version was sent to all senators and distributed via the Tribune There was also an open hearing on June 5<sup>th</sup> at which there were some friendly amendments made to the original wording that do not change the intent of the guidelines. The proposal is to replace section 2.6 of the curriculum

resolutions with the new Program Review Process Guidelines previously distributed and amended by the open hearing friendly edits and remove from Appendices A, B, and C all references to program review. The new guidelines are attached to the minutes in Appendix A.

**Motion passed.**

B. Academic Policies action item-Resolution 1.2.1 Disciplinary Action

(A copy of the old policy and changes are attached in Appendix B)

Proposed new policy:

1.2.1 Advanced Standing Credits (2008)

Monroe Community College, through Academic Services and in consultation with academic departments, grants advanced standing credit for coursework successfully completed. Advanced standing credit is credit granted by Monroe Community College for college-level work completed elsewhere that is accepted towards completion of a degree program at Monroe Community College. Advanced standing credit includes, but is not limited to, transfer credit that is specifically awarded for successful completion of courses at another accredited institution of higher education. All advanced standing credits are transcribed by Monroe Community College as transfer credit. Students will be notified of advanced standing credits received. Advanced standing credit is awarded under the following circumstances.

- (1) Credit is granted for courses completed at another post-secondary institution which is recognized by an accrediting agency recognized by the U.S. Department of Education or Council of Higher Education Accreditation, (e.g., Middle States Association of Colleges and Secondary Schools, American Council on Education, etc.).
- (2) Credit is granted for courses completed at another post-secondary institution which is not recognized by an appropriate accrediting agency if credits from that institution are accepted by the reporting institution for that state on the same basis as from a fully accredited college or university.
- (3) Students whose cumulative average at a previous college was 2.0 (on 4.0 scale) or higher, may have all courses with grades of D or higher considered for transfer credit, provided the course is applicable to the degree program desired at Monroe Community College. Transfer students whose cumulative average at a previous college was below 2.0 will not have courses with D grades considered for transfer credit. A student may not receive transfer credit for any course with a grade less than C if the equivalent MCC course serves as a prerequisite course for any MCC course requiring a grade of C or better in the prerequisite course.
- (4) Courses bearing less credit at a previous institution than the course it parallels at Monroe Community College will only be given the number of credits earned at the previous institution.
- (5) Quarter hours of credit will be transferred as two-thirds of one semester hour; e.g., 9 quarter hours equals 6 semester hours.
- (6) Credit hours completed in the United States Armed Forces is granted as recommended by the American Council on Education (ACE) and are accepted up to the number of hours required by the degree program minus the 24 credit hours required at Monroe Community College.
- (7) Advanced standing credit will be reviewed on an individual basis for verifiable college-level learning acquired other than at Monroe Community College provided the work is applicable to the degree program desired at Monroe Community College. Credit for college-level learning acquired elsewhere will be based on guidelines established by ACE and the State University of New York. Amount of credit granted for non-collegiate

instruction will be based on the recommendations of the Vice President for Academic Services and the appropriate department chairperson. Students may incur a fee for certain forms of advanced standing credit. Sources for such advanced standing credit include but are not limited to Advanced Placement courses, department challenge exams and other competency-based exams, national standardized exams such as DAN TES and CLEP, ACE pre-evaluated credit programs, and portfolio credit for prior experiential learning.

### **Rationale**

Portfolio credit for prior learning is increasingly becoming more common in colleges and universities like MCC, particularly as the number of adult students with significant life and work experience return to college. However, the current transfer credit policy does not include portfolio credit for prior learning and other types of advanced standing credit that are accepted by MCC (such as AP courses, CLEP exams, etc.), which the proposed policy incorporates.

The current policy refers to advanced standing credit in a number of sections but fails to define the distinction between that and transfer credit. Also, the title of section 1.2.1 in the current policy is "Incoming Transfer Credit." There is a subtle, but important, difference between advanced standing and transfer credits, as explained in the proposed policy. The proposed policy explains what is meant by advanced standing credit and that, for transcription purposes, advanced standing credits appear on the MCC transcript as transfer credit.

The proposed policy deletes information that is no longer relevant or applicable, such as SUNY's University of the Air. The proposed policy also simplifies the language in some sections. For example, item 9 in the current policy was modified to make the language more succinct and clear (as shown in item 5 of the proposed policy). Finally, to improve the flow and coherence of the policy, the sections on transfer credits from post-secondary institutions were moved to follow each other consecutively.

**Motion passed.**

## **VII. Standing Committee Reports**

### Academic Policies Committee – W. Willard

- A. As a result of the proposal to permit faculty to change a grade of W to F for academic dishonesty, a number of faculty offered comments and suggested changes to other sections of the disciplinary action policy (1.8.2). The suggested changes were approved by the Committee and Executive Committee and are being presented to the Senate for review and comment. The vote on the proposed changes will occur at the September 2008 Senate meeting.
- B. The Committee has discussed the recommendation to change Academic Policies resolution 1.8.3 (Procedure for Appeal) to permit two students to serve on an academic honesty Appeal Board, as was presented by student representatives at the May Senate meeting. Current policy states three faculty members and one student representative are to serve on the Appeal Board. Comparing that to Step C of section 1.9.4 outlining the members of the Academic Grievance Hearing Committee, four faculty and two students are to serve on the grievance committee. It does not seem unreasonable to expect the academic honesty Appeal Board to mirror the composition of the academic grievance committee. The Committee sought input from Student Services for comments and concerns on changing the composition of the Appeal Board to include an additional student and faculty member. Dr. Salvador is in support of these additions. According to Dr. Salvador, increasing the members would not hinder the Appeal Board from convening on short notice since faculty, staff and students are chosen from a pre-set pool and have previously committed to being available for a hearing. The suggested changes to 1.8.3 were approved by the Committee and EC and are being presented to the Senate for review and comment. The vote on the proposed changes will occur at the September 2008 Senate meeting.
- C. E. Ripton has presented a proposal to administration recommending that hard copies of final grades no longer be mailed to students. The proposal was presented to the Committee and EC simply for informational purposes. The Academic Policies resolutions state that grades must be issued to students at the end of the semester, with the Committee interpreting that to mean grades are issued by faculty. Since the college is responsible for disseminating the grades issued by faculty, how grades are disseminated is a procedural, rather than a policy, matter. Although the proposal to mail final grades to students does not require Senate approval, the Committee thought that faculty should be notified of this

possible change. If the proposal is approved by administration, it will be implemented starting with fall 2008 final grades. E Ripton added that grade reports will be mailed upon a student request.

- D. As indicated at the last Senate meeting, there have been concerns regarding the Dental Assistant Rapid Track (DART) program and MCC's residency requirement. Although the immediate issue as to what to do about the three students in the DART program set to receive certificates this past May was resolved, the next issue was how to fairly deal with the remaining 18 students currently in the DART program. As a result, the Committee carefully weighed a number of options and devised three recommendations. First, the Committee recommended that the EC address whether requirements for degree and certificate programs should be under the purview of Academic Policies and thus be included in the Senate resolutions. It has been suggested to the Committee that these requirements may not have been included in the Senate resolutions because graduation requirements have traditionally been considered a financial issue and thus under the purview of the Board of Trustees. Although the Committee agrees there are financial considerations in degree requirements, it also agrees degree requirements are not solely a financial issue. Committee members are in agreement that graduation requirements for degree and certificate programs represent academic standards of the College, and thus should be part of the Senate resolutions. The EC agrees with this first recommendation. Thus, the second recommendation of the Committee is that a Senate ad hoc committee be formed no later than early fall semester to determine residency and graduation requirements for degree and certificate programs -- whether they should be the current requirements stated in the college catalog, some modification of those, and whether various certificate programs should be exempt from these requirements. The Committee suggests the ad hoc committee have broad representation from various programs and constituents across the College. The third recommendation is that, until the Senate approves the residency and graduation requirements for degree and certificate programs developed by the ad hoc committee, the 50% residency requirement for certificate programs stated in the college catalog be waived for the 18 students currently in the DART program and for any student entering the program in the immediate future. The EC agrees with this recommendation and that recommendation has been conveyed to both VP Glocker and Dean Rinehart. The Committee is simply notifying the Senate of these recommendations so senators and their constituents will be aware of what will occur.

#### Curriculum – A. Leopard

- A. The Curriculum Committee has given final approval to:
1. Three Course Deactivations:  
CD4S CE 220 Cooperative Education – Communication  
CD5S BUS 182 Business Research Methods  
CD6S HEC 215 Human Ecology Practicum
  2. Four Course Revisions:  
CR6S MET 201 Drafting/Design III  
CR7S MET 101 Technical Graphics  
CR8S MET 122 Computer Aided Drafting/Design II  
CR9S MET 202 Drafting Design IV
  3. One New Course:  
NC32S OFT 175 Microsoft Outlook
  4. The Curriculum Committee has Posted 6/5/08 – 6/19/08:  
CD7S OPH 101 Principles of Refraction I
- B. On Thursday June 5 Mike Boester, chair of the ad hoc Committee on Assessment and Program Review, held an open hearing on the proposed Program Review Guidelines to replace section 2.6 of the Curriculum Committee resolutions. Minor wording changes to clarify but not change the intent of the proposal resulted from the discussion. These were incorporated in the final proposal up for vote today.
- C. Please remind your constituents that the surveys distributed to departments in March soliciting input on the definitions of MCC's local general education areas are due in the fall on Friday September 26, 2008.

NEG – H.Pierre-Philippe

Senators were reminded to forward their committee assignment preferences. H. Pierre-Philippe.

SCAA – D. Shaw

A. SCAA's ad hoc search committee submitted to Janet Glocker ranked recommendations for the position of Assistant Vice President of Academic Services. The recommendations were similar to that of the Administrative Search committee.

B. The Committee reviewed changes in the reporting structure of the Agriculture and Life Sciences Institute, which will now be under the Academic Services division, reporting to the Dean of Science, Health, and Business. The Committee submitted our support of these changes to R. Degus.

C. The Committee decided to join with the Administrative Search Committee for the summer internal search for a new Executive Assistant to the President. The names of available SCAA members as well as teaching faculty who had been interested in serving on previous search committees were forwarded to the Administrative Search Committee Chair, Diane Cicero. I presented the Committee's year-end report to the Executive Committee.

D. I would like to take a moment to recognize the outstanding group of people who served on SCAA. Our charge was exceptionally demanding this year with, among other things, the Presidential search, and these colleagues put in an enormous amount of time while handling all matters with extreme professionalism.

The committee members included Mary Timmons, the original chair, Mary DiSano, Patty Ornt, Ted Ciambor, Ken Huggins, Joe Marchese, Jeff Thompson, and Paul Wakem. I'd like to thank them all for doing an extraordinary job and for working together so well.

Planning – E. Grissing

No report.

Professional Development – B. Connell

No report.

**VIII. Student Announcements**

None.

**IX. Old Business**

None.

**X. New Business**

None.

Meeting adjourned at 5:00 p.m.

Respectfully submitted,

Terri Tugel  
President

Susan Murphy  
Secretary

**Minutes approved at the September 25, 2008 Faculty Senate meeting.**

## Appendix A

### Resolution 2.6 Program Review Process Guidelines

(To replace the existing 2.6 resolution)

It is important to note that the comprehensive program review process of academic programs should provide the information necessary to stay current and provide the best possible education to students in the program. The process is guided by the shared governance policies of Monroe Community College Administration and Faculty. As part of the State University of New York system, the process also adheres to the recommendations for assessment by SUNY:

Each campus is responsible for overseeing the process through which the assessment of academic major programs takes place, following existing curriculum and governance procedures. Campuses and programs have maximum autonomy in the development of assessment plans for academic majors, and should include the input of faculty, professional staff, and students. (From SUNY *Guidelines for the Implementation of Campus-based Assessment of the Major* Revision: August 12, 2003)

#### Overview of Requirements

All programs should meet the following requirements in carrying out their assessment plan.

- Programs should complete one cycle of assessment every six years.
- Programs should include measures of student learning outcomes in their plans
- Programs should seek review of their final Program Review Report by an External Review Committee, including a campus visit and written report
- Programs should include in their plans some strategy for measuring change in students' knowledge and skills over time, specific to designated learning outcomes. (From SUNY *Guidelines for the Implementation of Campus-based Assessment of the Major* Revision: August 12, 2003)

#### Overview of Process

The following information is meant to assist in your process and the reporting of your Program Review. Basically there are seven steps in completing your review:

1. Obtain Program Review and PAL guidelines and establish committees
2. Collect and analyze internal data
3. Analyze written report from External Review Committee
4. Meet with Program members for discussion and recommendations
5. Write Program Review Report
6. Submit Program Review Report
7. Establish a committee to carry out Action Plan

#### Step One: Establish Committees and Collect Guidelines (Spring semester before Program Review)

This step provides the necessary foundation to build the Program Review. Knowing what needs to be accomplished and having all necessary resources in place will make the process run smoothly. It is particularly important to include the selection of the External Review Committee to avoid delays later in the review process.

##### A. Program Assessment Liaison (PAL)

Meet with Coordinator of Assessment to obtain guidelines, examples, and for information on overall process. (Contact Coordinator of Assessment for forms.)

##### B. Program Faculty and Staff Committee

PAL will establish a committee to

- Collect and analyze internal and external data
- Present results of analysis to Program members for discussion and recommendations for the Action Plan
- Evaluate the Program Review Report
- Submit Program Review Report to the Program Chair, and then to Program Dean for approval and signature
- Submit Program Review Report to Coordinator of Assessment

### C. External Review Committee

The purpose of the External Review Committee is to provide programs and academic leadership with an at-arm's length, objective critique of the strengths and challenges of programs, so as to provide the basis for assessment.

#### Outside Accredited Program

For programs that are accredited by an external agency (e.g. Nursing) and are reviewed regularly for reaccreditation purposes by an External Review Committee whose membership is determined by a professional accrediting body, this agency may be considered to be the External Review Committee. If the accreditation review has occurred prior to the last SUNY Program Review, it may fulfill this requirement. A description of the agency, its review team, and a copy of the accreditation report and recommendations are necessary.

#### Non- Outside Accredited Program

The membership of External Review Committee for programs that do not require outside accreditation should be discussed between the Program/Department being reviewed, the dean (where applicable) and the campus chief academic officer or his/her delegate.

The ideal committee for

- A transfer program would include two members from institutions with high MCC transfer rates
- A career program would include two representative employers and two experts in the field

In general, External Review Committees should consist of not less than two (2) persons who have no academic, professional or other significant relationship to full-time faculty in the Program/Department, no previous significant or formal affiliation with the institution, and who come from academic or professional institutions belonging to a peer group (equivalent to being in the same class and having similar program size, scope and statistical, or perceived reputational, ranking).

#### Responsibilities of External Review Committee

1. Review internal data and data analysis report supplied by the PAL
2. Make a campus visit to
  - Tour of Program facilities
  - Discuss Program Review Report with PAL and Program Review Faculty/Staff committee
  - Make recommendations for Program
3. Write a report to the Program Review Faculty/Staff committee to include at a minimum
  - List of names of the external reviewers and organizations they represent
  - Date of the campus visit
  - Assessment of the Program, including major strengths and weaknesses
  - Recommendations for the Program
4. Hold a follow-up meeting if necessary

### **Step Two: Collect and Analyze Internal Data** (Fall semester of Program Review)

This step provides the broad view of the Program foundations, the components that provide the theoretical and practical structures of the Program.

#### **A. Program Mission, Goals, Objectives, and Outcomes** (Contact Coordinator of Assessment for forms.)

The mission, goals, outcomes and objectives form the basis for all decision making and general action in a program. As such it is important to be sure that each of these represent what is desired in relation to academic culture, process and product.

1. Review the Program's mission statement and describe its relationship to the institutional mission.
2. Appraise the Program's goals and objectives.
3. Explain the Program's learning outcomes and trace their relationship to course learning outcomes.

## **B. Program Design**

The Program design provides the foundation for student success in the Program.

1. Review the program's catalog description
2. Describe the unique/innovative aspects of this Program
3. Evaluate the program's admission requirements
4. Analyze the program's degree distribution requirements
5. Justify any prerequisites and/or co-requisites in the degree program core requirements (courses specific to the program rather than general studies)
6. Describe how the Program satisfies the MCC and SUNY General Education requirements including specifics for the infused competencies (Contact Coordinator of Assessment for forms.)
7. Assure that required courses and electives are offered on a schedule to meet the needs of various student constituencies
8. If the Program is accredited, describe the program's accreditation status and identify the accrediting agency
9. If the Program has applied for accreditation or the department plans to apply for accreditation, describe the program's accreditation status and identify the accrediting agency
10. Describe how Program related co-curricular activities advance the Program's mission and goals
11. Provide an organizational chart that shows the relationship of the Program to the rest of the institution (Contact Coordinator of Assessment for forms.)

## **C. Faculty**

The quality of the faculty is critical to the quality of an undergraduate academic program. The qualifications of the faculty are useful to show the extent to which the faculty is prepared to fulfill the mission of the Program.

1. Provide a listing of full-time, part-time, and adjunct faculty assigned to the Program for the last academic year including: names, ranks, credentials, years of teaching experience, courses taught, release time, and overload
2. Describe the demographics of full-time, part-time, and adjunct faculty assigned to the Program for the last academic year
3. Analyze the percentage of courses taught by full-time, part-time, and adjunct, faculty assigned to the Program for the last academic year and compare to College averages
4. Explain how faculty professional development activities support the Program's mission and goals

## **D. Students**

In the evaluation of the effectiveness of an undergraduate academic program, it is essential to consider the students it serves and those it might serve in the future. Student needs influence the design of the curriculum, the faculty to implement it, and the services to support it. The quality and success of a program depends upon the extent to which it meets the needs of its students.

1. Provide a student summary for the last six years including annual and aggregate numbers of: full-time students, part-time students, graduates, student demographics, and student/faculty ratios
2. Analyze demographics of students in the Program with that of the College geographical area of service– with the assistance of Coordinator of Assessment and Institutional Research
3. Describe the strategies for addressing the diverse learning styles of the students in the Program
4. Analyze the Program's enrollment patterns for the last six years
5. Evaluate any recruitment activities designed to bring students into the Program
6. Evaluate any orientation activities designed to introduce students to the Program
7. Analyze the Program's attrition patterns for the last six years
8. Describe and analyze any strategies used to address retention – if needed
9. Analyze the time students take to complete the Program

10. Analyze follow-up data on student transfer/placement for the last six years. Indicate year(s) data was collected and total number of student responses: percentage employed in the field, employed elsewhere, seeking employment, and continuing education

#### **E. Student Learning Outcomes Assessment**

Assessment of student learning upon the completion of courses allows the Program to gain information needed to determine strengths and challenges in curriculum. Over time these periodic assessments provide an institutional memory used in Program and course planning for maximum student success. (Contact Coordinator of Assessment for forms.)

1. Review the previous assessment of Program
2. Review any previous assessment of SUNY General Education and two Infused Competencies Outcomes
3. Describe any modifications made to the student learning outcomes in the Program since the last Program assessment
4. Describe the process the department uses to assess student learning
5. Describe how this process measures student achievement of Program learning outcomes
6. List major findings of this assessment of student learning outcomes done as part of the Program assessment
7. Identify what has been learned in methods of assessment that can be helpful to others as they conduct assessment of their program learning outcomes

#### **F. Support Services**

The academic and student services of the campus provide important support to the instructional efforts of the faculty. Furthermore, support services should contribute directly to the richness of students' academic lives.

1. Describe the academic advisement procedures and the way the department assesses advisement effectiveness
2. Describe supporting resources and facilities that are made available specifically for the students in this Program and the way the department assesses supporting resources and facilities
3. Describe services for job placement and/or college transfer
4. Describe student and faculty satisfaction with services that support the Program and the way the department assesses satisfaction

#### **Administrative Support**

An academic program exists within the context of an institution. The institution's leadership plays an important role in fostering a climate that supports innovation and goodwill through funding and other relevant support services.

1. Explain administrative support in funding and other relevant services for the Program, faculty and staff, students, and assessment
2. Analyze the process used to maintain and project necessary Administrative Support needed to meet Program goals
3. Describe any anticipated changes in Administrative Support needs in the next three years and assess the impact of those changes

#### **Step Three: Meet with External Committee** (Spring semester of Program Review)

The External Review Committee campus visit should provide an alternative way to see the Program. It should be used to add information to the assessment of the Program.

- Send, prior to External Review Committee campus visit, preliminary Program Review Report (includes information from Step Two : Collect and Analyze Data) to External Review Committee
- Conduct campus visit with External Review Committee to discuss preliminary Program Review Report and their recommendations

#### **Step Four: Develop Recommendations & Create Action Plan** (Spring semester of Program Review)

Based on the analysis of internal and external data develop recommendations that will then form the basis of an Action Plan. This Action Plan starts the process of Closing-the-Loop in the assessment process. Quite simply this means taking action that will allow your Program to maintain current strengths and to address current challenges. Critical to this process is that these plans are made on the basis of qualitative and quantitative data that is gathered systematically.

1. Analyze the External Review Report and its implications for the Program Review
2. Review former Program Review recommendations and Action Plan
3. Describe the major findings of this Program Review
4. Discuss both last Program Review Action Plan and new findings with Program members
5. Describe what actions will be taken as a result of this Program Review that will ensure the maintenance of current strengths and address challenges. (Contact Coordinator of Assessment for forms.)

#### **Step Five: Write Program Review Report** (Spring semester of Program Review)

The contents of the Program Review Report should reflect the data collection, external report, analysis of data, and action plan. A mix of tables and narrative may work best to report these findings. Be sure to provide a brief narrative of any table used.

The Program Review Report should, at a minimum, include information from the following areas (These are the areas collected and analyzed in Steps Two and Three and used to create an Action Plan in Step Four). You will want to **provide data and analysis in each section based on the Program Review**. Include specific information requested in Steps Two through Four.

1. Cover Sheet
2. Executive Summary
3. Table of Contents
4. List of Figures (as needed)
5. Introduction that provides an overview of the findings
6. Program Mission, Goal, Objectives, and Outcomes
7. Program Design
8. Faculty
9. Students
10. Assessment of Student Learning Outcomes
11. Support Services
12. Administrative Support
13. External Review Report Analysis
14. Major Findings of the Program Review
15. Recommendations
16. Action Plan
17. Appendices (External Review, SUNY Student Learning Outcomes, Assessment Rubric, etc. see Coordinator of Assessment for forms)

#### **Step Six: Submit Program Review Report** (Spring semester of Program Review)

The order of submission process follows a pathway to ensure that there is an understanding of the Program Review Report material and that all questions are answered in a reasonable order. As the submission process progresses, make revisions as needed.

1. Submit to Program Review Faculty/Staff Committee for comments
2. Submit to Department Chair for review and signature (Contact Coordinator of Assessment for form.)
3. Submit to Program Dean for review and signature (Contact Coordinator of Assessment for form.)
4. Submit to Coordinator of Assessment
  - a. Coordinator submits to Dean of Curriculum and Program Development
  - b. Dean of Curriculum and Program Development submits to Vice President of Academic Services

- c. Vice President of Academic Services submits to College President and SUNY per the requirements of each

The acceptance of the Program Review Report by any of the signatory indicates only that the individuals acknowledge receipt of the document and not approval of the recommendations or action plans.

**Step Seven: Establish a Committee to Implement Action Plan** (Fall semester after Program Review)

In an effort to begin actively implementing the recommendations from the Program Review Action Plan, the Program faculty will need to take the necessary steps agreed to in the Action Plan as soon as possible in order to begin the process of Closing-the-Loop. Although it is not the sole responsibility of the PAL or the Faculty/Staff Program Review Committee to continue as the major participants in this next step, it is requested that they help others to understand the findings necessary to inform their charge.

**PROGRAM REVIEW PROCESS GUIDELINES CHECKLIST**

**Spring Semester before Program Review (Step One in Process Guidelines)**

- PAL
  - Collect guidelines
  - Establish Faculty/Staff Committee
- PAL and Faculty/Staff Committee
  - Establish External Review Committee
  - Establish Campus Visit date by External Review Committee

**Fall Semester of Program Review (Step Two in Process Guidelines)**

- PAL and Faculty/Staff Committee
  - Data Collection and Analysis
  - Program Mission, Goals, Objectives and Outcomes
  - Program Design
  - Faculty
  - Students
  - Student Learning Outcomes Assessment
  - Support Services
  - Administrative Support

**Spring Semester of Program Review (Steps Three through Six in Process Guidelines)**

- PAL and Faculty/Staff Committee
  - Send, prior to External Review Committee campus visit, preliminary Program Review Report (includes information from Step Two : Collect and Analyze Data)to External Review Committee
  - Conduct campus visit with External Review Committee to discuss preliminary Program Review Report and their recommendations
  - Review and analyze External Review Committee Report
  - Present preliminary Program Review Report and External Review Committee Report to Program members for comments and recommendations
  - Prepare final Program Review Report
  - Obtain Department Chair's approval of Program Review Report
  - Obtain Dean's approval of Program Review Report
  - Submit Program Review Report to Coordinator of Assessment
    - Dean of Curriculum & Program Development, to Vice President of Academic Services, to the College President, and to SUNY per the requirements of each

**Fall Semester after Program Review (Step Seven in Process Guidelines)**

- Establish a Committee to Implement Action Plan

## Appendix B

### Academic Policies-Additional information on the Advanced Standing Credit Proposal

#### Current Policy

##### 1.2.1

##### Incoming Transfer Credits (1977)

Monroe Community College, through the Office of Admissions and in consultation with the academic departments, grants advanced standing credit for courses successfully completed.

- (1) Credit is granted for courses completed in a higher institution which is fully accredited by one of the six regional accrediting agencies, (e.g., Middle States Association of Colleges and Secondary Schools) or is a "Recognized Candidate for Accreditation" (the final step before accreditation).
- (2) Credit is granted for courses completed in a higher institution which is neither accredited nor a "Recognized Candidate" for "Accreditation" if credits from that institution are accepted by the reporting institution for that state on the same basis as from a fully accredited college or university.
- (3) Credit is granted for courses completed in an institution listed in AACROA's Report of Credit Given by Educational Institutions with a C rating only after the student has completed 12 hours or more at Monroe Community College with a C (2.0) average or better.
- (4) Students whose cumulative average at a previous college was 2.0 (on 4.0 scale) or higher, may have all their courses considered for transfer credit, provided the course is applicable to the degree program desired at Monroe Community College. Transfer students whose cumulative average at a previous college was below 2.0 may have D grades considered for transfer credit, provided the D is followed by one or more sequential courses in which C's or better are earned.
- (5) Credit hours completed in the service through the United States Armed Forces Institute are normally acceptable up to a maximum of 36 hours.
- (6) Credit is granted for televised Independent Study courses taken through the University of the Air, State University of New York.
- (7) Credit for work completed in Armed Forces Service Schools is granted as recommended by the American Council on Education, subject to departmental approval.
- (8) Advanced standing credit will be reviewed, on an individual basis, for work completed in noncollegiate organizations provided the work is applicable to the degree program desired at Monroe Community College. Credit for noncollegiate sponsored instruction will be based on the recommendation of the American Council on Education and the University of the State of New York as listed in their guide. Credit for noncollegiate instruction will be based on the recommendations of the Associate Vice President for Student Services and the appropriate department chairperson.
- (9) Courses bearing less credit at a previous institution than the course that it parallels at Monroe Community College may only be given elective credit; e.g., Geology 101 taken at another college bearing three credit hours would be transferred to Monroe Community College as a Natural Science Elective, 3 hours.
- (10) Quarter hours of credit will be transferred as two-thirds of one semester hour; e.g., 9-quarter hours equals 6 semester hours.

- (11) Notice of transfer credit granted is given at time of admission and/or upon receipt of a final transcript.

Proposed Policy

(Text added to policy is in bold underline; text deleted from policy is in strikethrough)

**1.2.1 ~~Incoming Transfer Credits (1977)~~ Advanced Standing Credits (2008)**

Monroe Community College, through the Office of Admissions ~~Academic Services~~ and in consultation with the academic departments, grants advanced standing credit for courses ~~coursework~~ successfully completed. **Advanced standing credit is credit granted by Monroe Community College for college-level work completed elsewhere that is accepted towards completion of a degree program at Monroe Community College. Advanced standing credit includes, but is not limited to, transfer credit that is specifically awarded for successful completion of courses at another accredited institution of higher education. All advanced standing credits are transcribed by Monroe Community College as transfer credit. Students will be notified of advanced standing credits received. Advanced standing credit is awarded under the following circumstances.**

- (1) Credit is granted for courses completed ~~in a higher~~ **at another post-secondary** institution which is ~~fully accredited by one of the six regional~~ **is recognized by an accrediting agency recognized by the U.S. Department of Education or Council of Higher Education Accreditation**, (e.g., Middle States Association of Colleges and Secondary Schools, **American Council on Education, etc.**) ~~or is a "Recognized Candidate for Accreditation" (the final step before accreditation).~~
- (2) Credit is granted for courses completed ~~in a higher~~ **at another post-secondary** institution which is ~~neither accredited nor a "Recognized Candidate for Accreditation"~~ **not recognized by an appropriate accrediting agency** if credits from that institution are accepted by the reporting institution for that state on the same basis as from a fully accredited college or university.
- (3) ~~Credit is granted for courses completed in an institution listed in AACROA's Report of Credit Given by Educational Institutions with a C rating only after the student has completed 12 hours or more at Monroe Community College with a C (2.0) average or better. [NO LONGER APPLIES]~~
- (4) Students whose cumulative average at a previous college was 2.0 (on 4.0 scale) or higher, may have all their courses **with grades of D or higher** considered for transfer credit, provided the course is applicable to the degree program desired at Monroe Community College. Transfer students whose cumulative average at a previous college was below 2.0 ~~may~~ **will not** have **courses with** D grades considered for transfer credit, provided the D is followed by one or more sequential courses in which C's or better are earned. **A student may not receive transfer credit for any course with a grade less than C if the equivalent MCC course serves as a prerequisite course for any MCC course requiring a grade of C or better in the prerequisite course.**
- (5) Courses bearing less credit at a previous institution than the course it parallels at Monroe Community College **will only be given the number of credits earned at the previous institution.**
- (6) Quarter hours of credit will be transferred as two-thirds of one semester hour; e.g., 9 quarter hours equals 6 semester hours.
- (7) Credit hours completed ~~in the service through~~ the United States Armed Forces Institute **is granted as recommended by the American Council on Education (ACE) and** are

~~normally acceptable up to a maximum of 36 hours~~ **accepted up to the number of hours required by the degree program minus the 24 credit hours required at Monroe Community College.**

- ~~(8) Credit is granted for televised Independent Study courses taken through the University of the Air, State University of New York. [NO LONGER APPLIES]~~
- ~~(9) Credit for work completed in Armed Forces Service Schools is granted as recommended by the American Council on Education, subject to departmental approval. [MODIFIED AND MOVED TO 7 ABOVE]~~
- (10) Advanced standing credit will be reviewed on an individual basis ~~for work completed in non-collegiate organizations~~ for verifiable college-level learning acquired other than at Monroe Community College provided the work is applicable to the degree program desired at Monroe Community College. Credit for ~~non-collegiate sponsored instruction~~ college-level learning acquired elsewhere will be based on the ~~recommendation of the American Council on Education~~ guidelines established by ACE and the ~~State~~ State University of ~~the State of New York as listed in their guide.~~ Amount of credit granted for non-collegiate instruction will be based on the recommendations of the ~~Associate Vice President for Student Services~~ Vice President for Academic Services and the appropriate department chairperson. Students may incur a fee for certain forms of advanced standing credit. Sources for such advanced standing credit include but are not limited to Advanced Placement courses, department challenge exams and other competency-based exams, national standardized exams such as DANTES and CLEP, ACE pre-evaluated credit programs, and portfolio credit for prior experiential learning.**
- ~~(11) Courses bearing less credit at a previous institution than the course that it parallels at Monroe Community College may only be given elective credit; e.g., Geology 101 taken at another college bearing three credit hours would be transferred to Monroe Community College as a Natural Science Elective, 3 hours. [MODIFIED AND MOVE TO 5 ABOVE]~~
- ~~(12) Quarter hours of credit will be transferred as two thirds of one semester hour; e.g., 9 quarter hours equals 6 semester hours. [MOVED TO 6 ABOVE]~~
- ~~(13) Notice of transfer credit granted is given at time of admission and/or, upon receipt of a final transcript. [MODIFIED AND MOVE TO INTRO SECTION ABOVE]~~



September 25, 2008

**PRESENT:** S. Adrion, J. Alas, L. Bartholome, S. Batistta-Provost, D. Baxter, P. Bishop, A. Burns, J. Case, B. Connell, M. DiSano, J. Downer, M. Ernsthausen, S. Fess, M. Fine, K. Foley, C. Forde, S. Forsyth, M. Fugate, E. Grissing, S. Hagreen, A. Harrington-Wilson, N. Karolinski, R. Kennedy, D. Leach, A. Leopard, A. Morris, J. McKenna, S. Murphy (Secretary), J. Nelson, M. Ofsowitz, P. Peterson, H. Pierre-Philippe, M. Popovici, C. Powers, E. Ripton, T. Schichler, D. Shaw, R. Steven, J. Striebich, T. Tugel (President), J. Waasdorp, S. Weider, C. Wendtland, S. Wexler, H. Wheeler (Vice-President), H. Wynn-Preishe.

**ABSENT:** A. John, M. Murphy, P. Ornt, D. Smith.

**GUESTS:** S. Blacklaw, K. Collins, M. McDonough, W. Willard

**STUDENT REPRESENTATIVES:** D. Lynch

**I. Meeting called to order:** 3:35 p.m.

**II. Announcements** (T. Tugel):

- A. The new senators were introduced: Suzanne Adrion, Lynn Bartholome, Jeremy Case, Kevin Foley, Christine Forde, Alice Harrington-Wilson, Andy Morris, Michael Ofsowitz, Mary-jo Popovici, Carmen Powers, and Rich Stevens. A new senator orientation was held on September 11.
- B. Senators should review the by-laws, Article VII section 1 which outlines their responsibilities.
- C. The Standing Committee chairs for this year were introduced and the Senate voted to affirm them.
- D. Presidential search-Richard Guon, Chair of MCC Board of Trustees has stated that he wants this new search to be transparent and inclusive. He convened a meeting on September 10 to review the search process with the Charles Clarke (Faculty Association), Terri Tugel (Faculty Senate), Devon Lynch (student trustee), Dr. Golladay (SUNY), former MCC presidents Dr. Spina and Mr. Flynn, and interim president Dr. Tyree. There will be a special BOT meeting to conduct interviews for two search consultants. Leadership of the FA, FS, CSEA and students were invited to be observers of the interviews. On October 6 there will be a regular meeting of the BOT.
- E. Dr. Tyree is very open to visiting with faculty and staff. He is also interested in being invited to classes.
- F. Paper copies of the agenda and draft minutes will no longer be provided at the FS meetings.
- G. The All College meeting will be October 23. On October 6, T. Tugel will be a guest at the DCC faculty meeting.
- F. D. Shaw will be the FS parliamentarian this year.

**III. Approval of Minutes:** Minutes of June 12, 2008 Faculty Senate Meeting approved as written.

**IV. Action items:**

- A. Academic Policies action item-Resolution 1.8.2 Disciplinary Action  
*Current Policy*

All students who are involved in any form of academic dishonesty shall be considered equally guilty of the transgression and shall be subject to the same penalties.

A faculty member who has evidence that a student is guilty of academic dishonesty shall initiate the appropriate disciplinary action. However, no penalty shall be imposed until after the student has been informed of the charge and of the evidence upon which it is based, and been given opportunity to present whatever statement or evidence the student desires in his/her defense.

Thereafter if the student is found guilty, the faculty member shall assess a penalty within the course, consistent with the magnitude of the transgression. Such penalty may consist of a warning, reduction in passing grade for the course, or a grade of "F" for the course.

Every case of academic dishonesty which affects a student's grade shall be promptly reported in writing to the appropriate department chairperson and the Vice President of Student Services. The Vice President of Student Services may initiate further disciplinary action in any case of repeated infractions, or in cases of complicity on a large scale. Such further disciplinary action shall be the discretion of the Vice President of Student Services and may result in probation, suspension or expulsion from the College. A record of the offense and the disciplinary action taken shall remain in the student's file.

### ***Proposed Policy***

(Text added to policy is in bold underline; text deleted from policy is in strikethrough)

#### ***Disciplinary Action***

All students who are involved in any form of academic dishonesty ~~shall~~ **may** be considered equally guilty of the transgression and ~~shall~~ **may** be subject to the same penalties.

A faculty member who has evidence that a student is guilty of academic dishonesty shall initiate the appropriate disciplinary action. However, no penalty shall be imposed until after the student has been informed of the charge and of the evidence upon which it is based, and been given opportunity to present whatever statement or evidence the student desires in his/her defense.

Thereafter if the student is found guilty, the faculty member shall assess a penalty within the course, consistent with the magnitude of the transgression. Such penalty may consist of a warning, reduction in ~~passing~~ grade for the course, or a grade of "F" for the course.

If a student who commits an act of academic dishonesty withdraws from the course and would have earned a grade of "F" due to the academic dishonesty, the instructor has the right to change the grade from "W" to "F." Such grade changes will be made by submitting an Academic Record Change Form to Registration and Records indicating the reason for the grade change as academic dishonesty. The student will be notified in writing by Registration and Records that the "W" grade has been changed to a grade of "F" due to academic dishonesty.

Every case of academic dishonesty which affects a student's grade shall be promptly reported in writing to the appropriate department chairperson and the Vice President of Student Services. The Vice President of Student Services may initiate further disciplinary action in any case of repeated infractions, or in cases of complicity on a large scale. Such further disciplinary action shall be the discretion of the Vice President of Student Services and may result in probation, suspension or expulsion from the College. A record of the offense and the disciplinary action taken shall remain in the student's file.

### ***Rationale***

Since the word "shall" is interpreted in legalese to mean "must" a faculty member expressed concern that all students had to be considered equally guilty and had to receive the same penalty. This seemed unfair in instances where students were not equally culpable. Although the Academic Policies Committee (APC) agrees with this point, APC also believes that faculty should have the right to consider all students involved in a transgression equally guilty. To satisfy both

concerns, the compromise was to change the word “shall” to “may.” It was also brought to the attention of APC that to delete the word “passing” from “passing grade” in the third paragraph would make the phrase clearer.

**Motion Passed.**

**B. Academic Policies action item-Resolution 1.8.3 Procedure for Appeal**

***Current Policy***

An Appeal Board shall be established, consisting of the following members: a member of the Academic Policies Committee, appointed by the committee chairperson; the chairperson of an academic department other than that of the discipline involved; a faculty member at large (the latter two members shall be appointed to the board by the Vice President of Student Services and approved by the defendant); a member of the student government, if the student desires, appointed by the President of the Student Association.

***Proposed Policy***

(Deletions represented as strikethroughs; additions in bold and underlined)

An Appeal Board shall be established, consisting of the following members:

- (1) a member of the Academic Policies Committee, appointed by the committee chairperson;
- (2) the chairperson of an academic department other than that of the discipline involved, appointed to the board by the Vice President of Student Services and approved by the defendant;
- (3) ~~a faculty member~~ **one full-time teaching faculty member** at large, appointed by the Vice President of Student Services and approved by the defendant;
- (4) **one full-time faculty member from the Student Services division**, appointed by the Vice President of Student Services and approved by the defendant;
- (5) **a two members** of the student government, ~~if the student desires~~, appointed by the President of the Student Association.

***Rationale***

At the May Senate meeting, student representatives requested an additional student be added to the Appeal Board for academic dishonesty hearings. In response to this, it was agreed by Academic Policies that the composition of the Appeal Board should be similar to that of the Academic Grievance Hearing Committee (below), which consists of four faculty and two students. The Appeal Board currently consists of three faculty members and one student should the student defendant desire student representation. Academic Policies believes that student representation in an academic dishonesty hearing is critical and thus chose to delete the phrase “if the student desires” from the current policy. The policy changes have been discussed with Student Services and Dr. Salvador is in support of the additional members on the Appeal Board.

**Motion Passed.**

**V. Standing Committee Reports**

**Academic Policies Committee – C. Wendtland**

The Committee held its first meeting to review the issues that carried over from last year and to begin addressing the new issues.

**Curriculum – A. Leopard**

**A.** The Curriculum Committee has posted the following:

**Four Program Revisions:**

**PR5S** Teaching Assistant Certificate – Technology Track

**PR6S** Teaching Assistant Certificate – Early Childhood/Childhood Track

**PR12S** Hospitality Management  
**PR13S** Advertising: Commercial Art

**Two New Courses:**

**NC9S** CRT 181 Speedbuilding  
**NC10S** PPE 181 Selected Certifications in Youth Sport

**One Course Revision:**

**CR39S** COM 110 Journalism I

**Thirty-two Course Deactivations:**

**CD8S** MUS 290 Independent Study  
**CD9S** CHE213 Analytical Chemistry I  
**CD10S** CHE 214 Analytical Chemistry II  
**CD11S** GEO 213 Field Trips in Geology of New York State  
**CD12S** BIO 250 Evolution  
**CD13S** OPH 102 Principles of Refraction II  
**CD14S** PFT 243 Fitness Testing and Measurement  
**CD15S** PFT 100 Principles of Conditioning  
**CD16S** PFT 275 Fitness Assessment and Planning  
**CD17S** PFT 135 Fitness and Exercise Leadership  
**CD18S** SCR 252 Security Organization and Management  
**CD19S** SCR 251 Loss Prevention  
**CD20S** CRJ 214 White Collar/Organized Crime  
**CD21S** HIS 235 U.S. Diplomatic History in the 20<sup>th</sup> Century  
**CD22S** PEC 248 Fitness Maintenance  
**CD23S** CIS 220 Introduction to Medical Information Processing  
**CD24S** CIT 208 Solid and Hazardous Waste Management  
**CD25S** CIT 209 Plain Concrete  
**CD26S** CIT 212 Water and Wastewater Treatment  
**CD27S** CIT 104 Technical Mechanics  
**CD28S** CIT 111 Civil/Construction Drawing I  
**CD29S** CIT 203 Soil Mechanics  
**CD30S** CIT 207 Fluid Mechanics and Hydraulics  
**CD31S** CIT 211 Water Distribution, Stormwater, and Wastewater Collection  
**CD32S** HVA 204 Energy Management  
**CD33S** HVA 209 Refrigerant Technology  
**CD34S** HVA 210 Mechanical Estimating  
**CD35S** HVA 212 Industrial Mechanical Systems  
**CD36S** HVA 203 Commercial Load Calculations  
**CD37S** HVA 221 Indoor Air Quality – Part I  
**CD38S** HVA 222 Indoor Air Quality – Part II  
**CD39S** HVA 223 Indoor Air Quality – Part III

**B.** In addition to these 39 proposals, there were 26 proposals we were not able to review due to lack of time. These will be reviewed at the October 2 meeting. Curriculum Committee will meet every week unless there is a Senate meeting. They will review proposals at half of the meetings and tend to projects at the other half of the meetings.

**C.** The new Program Review Process Guidelines approved by Faculty Senate last June to replace section 2.6 of the Curriculum Resolutions have been edited by Academic Vice President Janet Glocker to ensure the inclusion of Department Chairs and Division Deans at crucial steps in the process. The Curriculum Committee and the original ad hoc committee who worked on the guidelines agree with the editorial changes. Faculty Senate will vote on the final version at our October Faculty Senate meeting. The edited document will be emailed to senators in its entirety to share with constituents after today's meeting.

**D. Other business in progress:**

1. Defining MCC's local general education areas (Deadline for department input Friday September 26)
2. Reviewing MCC's local general education listings  
This work will follow completion of task 1 above.
3. Reviewing the process for designating future courses into local general education areas  
This work will follow completion of task 1.
4. Reviewing guidelines for prerequisites with Academic Policies.  
Academic Policies sets the criteria for prerequisites but Curriculum interprets them.
5. Asking for an ad hoc committee to review resolutions on Department Review (Section 2.5).
6. Hearing from the ad hoc committee on recommendations regarding faculty oversight of assessment
7. Overseeing the ad hoc committee on faculty review of course learning outcomes for 100 level courses.

NEG – H.Pierre-Philippe

This is the year for by-laws review and revision. Please send suggestions to Harry Pierre-Philippe.

SCAA – B. Connell

A. President Flynn announced at All College Day that he was forwarding a recommendation to the Board of Trustees for the current interim VP of Administrative Services to be permanently appointed to that position. Mr. Flynn's announcement was premature, as SCAA's review of the recommendation had not been invited as required by the Faculty Senate Bylaws and clarified by an ad hoc committee report in 2007. Dr. Tyree requested SCAA's response to the previous administration's recommendation before he forwarded it to the Board of Trustees for consideration at their October meeting. SCAA met on September 18<sup>th</sup> to discuss this. Two years ago SCAA participated in the search for this position which resulted in the current interim being recommended. However, at that time the candidate requested the appointment be an interim one. SCAA has advised President Tyree that based on their previous involvement, they agree with the decision to remove the word "interim". At the same time, SCAA expressed its disappointment that their role was again ignored, and their hope that this will not continue under Dr. Tyree's administration.

B. The Committee is meeting next week to put together questions and criteria, in addition to HR orientation for the search for the Dean at Damon. SCAA will be running a parallel search with the Administrative Committee, chaired by Dean McDonough. The Dean and B. Connell have met and have plans to be prepared for Open Hearings soon after the spring semester begins.

Planning – E. Grissing

No report.

Professional Development – C. Powers

This year the Committee will be reviewing the role of the Faculty Senate in College wide Professional Development activities. The Committee has done some preliminary planning for a January workshop. Application materials for NISOD are due October 27.

**VI. Student Announcements**

None.

**VII. Old Business**

Q: Has the Senate looked into the availability of support services for faculty/classes that meet at atypical times?

A: T. Tugel-The issue was mentioned to Dr. Tyree but no formal action has been taken yet.

Comment: Classroom issues seem minimized this semester thanks to the efforts of Bob Cunningham and Ed Martin.

Comment: Regarding the new smoke-free policy: Signage for the new policy went up and there was a Tribune announcement two days later. The transition could have been better communicated.

Q: There is still a smoky area at the perimeter of the “smoke-free” zone. Smoking is still seen on campus and security has been called to those areas. Is there anything we should do as faculty and staff?

A: T. Tugel- Marty Gilmore answered this same question during his visit to a Biology Department meeting. Faculty should view themselves as responsible for policing this policy but should respond in a way they feel comfortable with

**VIII. New Business**

None.

Meeting adjourned at 4:15 p.m.

Respectfully submitted,

Terri Tugel  
President

Susan Murphy  
Secretary

**Minutes approved at the October 23, 2008 Faculty Senate meeting.**



October 23, 2008

**PRESENT:** S. Adrion, J. Alas, L. Bartholome, S. Batistta-Provost, D. Baxter, P. Bishop, A. Burns, J. Case, B. Connell, M. DiSano, M. Ernsthansen, M. Fine, K. Foley, C. Forde, S. Forsyth, E. Grissing, S. Hagreen, N. Karolinski, R. Kennedy, D. Leach, A. Leopard, A. Morris, J. McKenna, M. Murphy, S. Murphy (Secretary), J. Nelson, M. Ofsowitz, P. Ornt, P. Peterson, H. Pierre-Philippe, C. Powers, E. Ripton, T. Schichler, D. Shaw, D. Smith, R. Steven, J. Striebich, T. Tugel (President), J. Waasdorp, S. Weider, C. Wendtland, S. Wexler, A. Wilson, H. Wynn-Preische.

**ABSENT:** J. Downer, S. Fess, M. Fugate, A. John, M. Popovici, H. Wheeler (Vice-President),

**GUESTS:** E. Basnayake, S. Blacklaw, D. Cecero, P. Collinge, K. Collins, R. Connett, R. Cunningham, T. Keys, M. McDonough, F. Rinehart, R. Rodriguez, M. VanKirk, P. Williams.

**I. Meeting called to order:** 3:35 p.m.

**II. Guests:** A. Bob Cunningham: It has been a busy year. The Wolk building was completed in August except for a few plumbing problems. The nursing faculty provided a great deal of input into the planning of the building. There are also two general use classrooms in the building which are prototypes of the classrooms that will be used in the renovation of building 9. Building 9 (Phase I) was partly renovated during the summer. There will be significant renovations to building 9 over the next few years. The PAC was opened in October. Next summer Monroe County has agreed to the removal of the greenhouse and construction of a more energy efficient one.

B. Ray Shea- There won't be much new construction going on in the next few years although there are some new projects. In 2009, we will be planning Building 9 Phase II for construction in 2010-11. In 2009 we will be planning Property Preservation Phase I to address deferred maintenance on the aging buildings. The construction will take place in 2010-11. There may be a construction project on the loop road in the summer 2009 to address safety issues and traffic flow. Another larger loop road project will take place in 2012-13. There is a renovation planned for Building 21 in 2011. Renaissance Square plans change constantly and there will be an update when more information becomes available.

Q: What is new with Empire State College?

A: It is still in the design stage. It is anticipated Empire will break ground in May 2009 in the southwest corner of the south development zone. We are still looking at traffic studies.

**III. All College Meeting**

Q: Should we consider a standing technology committee given the many changes made by ETS and the effects it has on the classroom so that faculty have a voice and a line of communication to discuss changes?

A. T. Keys-There is a standing classroom committee which does have representation from Academic Services with Bob Cunningham and an ETS classroom technology specialist. ETS goes to this committee with questions. The committee responds to concerns. You do have representation on this committee but perhaps not everyone knows of this committee but it has been around for 17 years. Ed Martin (chair)

inspects classrooms every semester and notes any problems. Rapidly changing technology does pose concerns and problems in communication and implementation.

Q: Is it normal policy for ETS, when planning changes in classroom technology, to consult with the classroom committee?

A: T. Keys: This happens occasionally. The committee will meet when there is a problem and has an ETS representative. If you want a more proactive voice, you may want the committee to have a different charge or a larger charge. There is nothing in place right now that states we have to take everything to the committee or the classroom committee asking us what we do. In the past, it has been more of a reactionary approach or focused on the state of the classroom. If the issue is a large one, we will contact the committee.

Q: From a faculty point of view, we don't want a reactionary committee where we try to solve the problem after class starts. We have 15 week semesters, and problems can cause you to lose time in the classroom. We should set up a protocol that before changes are made in classroom technology that the classroom committee or some group is consulted and has a voice to avoid problems.

A: R. Cunningham: We are testing in the Wolk building a new replacement for the PixiePro. This will allow faculty feedback before we install this item in all the classrooms.

A: T. Keys-The Senate has a committee in place and if you want you could expand the charge or somehow reorganize it. Or you could form a new committee but there is a committee in place. If there are media concerns, please contact me. As we become more dependent on technology and infuse it into our daily work, our challenge is the timing of when things can be done. We have only two weeks in August and one week in December to convert to new systems. The timing of when things can be done is a difficult decision. We do seek advice on these issues.

Q: I think our student e-mail system is very good and we are ahead of other colleges. But we seem to be behind some of the high schools in classroom technology. Schools are totally outfitted with Smart boards and students at MCC seem underwhelmed by the technology available at MCC.

A: T. Keys-I disagree that we are getting behind high schools. I believe we have chosen a different path. Right now we are building at DCC a high tech classroom for people to test. It should be ready later this semester. The K-12 system also has a different funding source. It is difficult to provide all the different technologies that people want. We have come a long way with the "smart" classrooms.

Q: There was a problem with the phone system during the second summer session and none of the adjuncts had phone service and the Math department fax machine was not working. This occurred with no notice. Is there another group that ETS consults with when changes are planned?

A: T. Keys-There is consulting at the VP level. There is a Banner coordination team. It is difficult to find the right time to make changes because there are activities going on, even during the "off" times. ETS is always looking for input on changes.

Q: What is going to happen with Angel?

A: T. Keys-Angel is hosted by SUNY. The Angel version 7.1 is being converted to Angel 7.3 on December 28 and 29, 2008. Other choices were December 25 or the last two days of exam week. It will have new features and training and brown bags will be offered. There will be a November 12<sup>th</sup> professional development session. This will affect Intersession courses. We will have to deal with Angel changes every year.

#### **IV. Announcements (T. Tugel):**

A. Thank you to Ray Shea and the Planning Office for providing refreshments today.

B. NEG is conducting a survey today for Faculty Senate members who are not senators. Please fill out the form.

C. Presidential search-The Board of Trustees has hired a consultant Dr. Robert Parilla who is coming for an intensive two-day visit at the Brighton and DCC campuses. His main goal is to learn as much as he can about the different perspectives of the College community as well as meeting with local leaders to find out about strengths and challenges of MCC and where we see our future going. This will give Dr. Parilla

a better sense of how he can best serve this College in finding a new president. He is asking for three small focus groups to be formed so that he can get direct input about the challenges and opportunities facing the institution as well as the qualities faculty believe are most important for MCC's next president to possess. These groups will be held on November 3 and 4.

Q: Is the consultant the only person who will be working on this?

A: Dr. Parilla is very hands-on and would be doing most of the work. He only works on a few searches each year.

D. The Senate has sent out a call for ad hoc committees. Three have been formed at this point. These committees are charged with reviewing resolutions on residency and graduation requirements, reviewing Curriculum Resolution 2.5 and reviewing composition competency requirements. The Senate also put out a call for people to serve on a parallel ad hoc SCAA Presidential Search committee.

E. The Faculty Senate office has moved. Faculty Senate Secretary Sandy Wynne is now located in room 1-303B.

V. **Approval of Minutes:** Minutes of September 25, 2008 Faculty Senate Meeting approved as written.

VI. **Action items:**

Curriculum action items:

A. The Faculty Senate voted on the following Program revisions:

**PR5S Teaching Assistant Certificate – Technology Track-motion passed.**

**PR6S Teaching Assistant Certificate – Early Childhood/Childhood Track-motion passed.**

**PR12S Hospitality Management-motion passed.**

**PR13S Advertising: Commercial Art-motion passed.**

**PR1F Electrical Engineering Technology-Electronics, AAS-motion passed.**

**PR2F Massage Therapy, AAS-motion passed.**

**PR14S Apprentice Training-Automotive, AAS-motion passed.**

B. Curriculum Resolution Section 2.6 Program Review Process Guidelines-approval of Vice President Glocker's edits which insert language to clarify the roles of department chairs and division deans into the guidelines passed in the Faculty Senate June 2008. The changes to the resolution are:

*Step One A. Program Faculty and Staff Committee: **In coordination with the program chair and dean, the PAL will establish a committee***

*Overview of Process: establish committees **in coordination with the program's chair and dean***

*Step One B. External Review Committee: **In coordination with the program chair and dean, the PAL will confirm or establish an External Review Committee***

*Step Two: Collect and Analyze Internal Data: **At the conclusion of this step, a preliminary analysis report, endorsed by the department chair and dean, will be prepared for distribution to the external reviewers.***

*Checklist for Spring Semester before Program Review: **Consult with chair and dean***

*Checklist for Fall Semester of Program Review: **Draft a preliminary Program Review Report and share with chair and dean***

*Checklist for Spring Semester of Program Review: **Secure endorsement of preliminary report from chair and dean***

*Checklist for Fall Semester after Program Review: **In consultation with chair and dean, establish a Committee to Implement Action Plan***

A complete copy of Curriculum Resolution 2.6 with the edits can be found in Attachment A. **Motion passed.**

## VII. **Standing Committee Reports**

### Academic Policies Committee – C. Wendtland

The Committee has worked on two new policies recently that will be presented today and voted on next meeting.

A. The Institutional Review Board (IRB) has asked the Senate to include the following statement in the Academic Policies resolutions:

“Any research conducted at the College involving human subjects, by persons acting either in their employment capacity or as part of their educational pursuits, must adhere to the guidelines of the College’s Institutional Review Board (IRB) and file appropriate forms with the IRB.” Contact IRB members Dick Connett or Tish Williams if there are any questions about this policy.

B. Academic Services administers the Student Opinion Survey and has kept copies. And over the years Academic Services has provided copies of the survey upon request to faculty who have misplaced the originals. Now there are electronic copies which are easy to keep. But because this a College office which holds the copies, it is subject to the Freedom of Information Act. Therefore, Kimberly Collins has asked the Faculty Senate for guidance on when to dispose of the surveys. The data will be maintained but not linked to an individual instructor for the long term. R. Connett stated that a form should be submitted to the IRB for the surveys. The following statement will be included in the Senate resolutions: “The College will retain electronic copies of the student opinion survey one calendar year from the end of the semester in which it (student opinion survey) was administered.”

C. The Committee will be addressing policy 1.2.3 regarding course prerequisites and the 2011-2012 academic calendar at an upcoming meeting.

### Curriculum – A. Leopard

A. The Curriculum Committee has given final approval to the following:

#### **Seven Program Revisions:**

- PR5S** Teaching Assistant Certificate – Technology Track
- PR6S** Teaching Assistant Certificate – Early Childhood/Childhood Track
- PR12S** Hospitality Management
- PR13S** Advertising: Commercial Art
- PR1F** Electrical Engineering Technology – Electronics, AAS
- PR2F** Massage Therapy, AAS
- PR14S** Apprentice Training – Automotive, AAS

#### **Five New Courses:**

- NC9S** CRT 181 Speedbuilding
- NC10S** PPE 181 Selected Certifications in Youth Sport
- NC1F** GEG 280 Geography of Genocide
- NC2F** TVL 180 Special Interest Tour Planning
- NC12S** PSY 166 Psychology of Superstitions

#### **Four Course Revisions:**

- CR39S** COM 110 Journalism I
- CR3F** MTH 175 Precalculus Mathematics with Analytical Geometry
- CR40S** HIM 211 Health Care Reimbursement
- CR42S** ELT 102 Electrical Circuit Analysis I

#### **Thirty-eight Course Deactivations:**

- CD8S** MUS 290 Independent Study
- CD9S** CHE213 Analytical Chemistry I
- CD10S** CHE 214 Analytical Chemistry II
- CD11S** GEO 213 Field Trips in Geology of New York State
- CD12S** BIO 250 Evolution
- CD13S** OPH 102 Principles of Refraction II

**CD14S** PFT 243 Fitness Testing and Measurement  
**CD15S** PFT 100 Principles of Conditioning  
**CD16S** PFT 275 Fitness Assessment and Planning  
**CD17S** PFT 135 Fitness and Exercise Leadership  
**CD18S** SCR 252 Security Organization and Management  
**CD19S** SCR 251 Loss Prevention  
**CD20S** CRJ 214 White Collar/Organized Crime  
**CD21S** HIS 235 U.S. Diplomatic History in the 20<sup>th</sup> Century  
**CD22S** PEC 248 Fitness Maintenance  
**CD23S** CIS 220 Introduction to Medical Information Processing  
**CD24S** CIT 208 Solid and Hazardous Waste Management  
**CD25S** CIT 209 Plain Concrete  
**CD26S** CIT 212 Water and Wastewater Treatment  
**CD27S** CIT 104 Technical Mechanics  
**CD28S** CIT 111 Civil/Construction Drawing I  
**CD29S** CIT 203 Soil Mechanics  
**CD30S** CIT 207 Fluid Mechanics and Hydraulics  
**CD31S** CIT 211 Water Distribution, Stormwater, and Wastewater Collection  
**CD37S** HVA 221 Indoor Air Quality – Part I  
**CD38S** HVA 222 Indoor Air Quality – Part II  
**CD39S** HVA 223 Indoor Air Quality – Part III  
**CD44S** MET 204 Stress Analysis  
**CD45S** MET 210 Design for Manufact/Assembly  
**CD46S** MET 212 Specialized Drafting  
**CD47S** MET 230 Energy Efficient Home Design  
**CD51S** MFG 204 CIM The Enterprise  
**CD53S** OFT 269 Medical Secretary Procedures  
**CD55S** FPT 217 Fire Service Management and Leadership  
**CD57S** PST 240 Introduction to Code Enforcement Practices  
**CD58S** PST 241 Inspection of Existing Structures  
**CD59S** PLE 239 Crime Prevention Refresher  
**CD60S** PLE 211 Police Supervision

**The following course deactivation proposal was approved at the 6/19/08 Curriculum Committee meeting:**

**CD7S OPH 101** Principles of Refraction I

**The following course deactivation proposals which had been reported as posted for faculty review at the last senate meeting have since been withdrawn by the proposer:**

**CD32S** HVA 204 Energy Management  
**CD33S** HVA 209 Refrigerant Technology  
**CD34S** HVA 210 Mechanical Estimating  
**CD35S** HVA 212 Industrial Mechanical Systems  
**CD36S** HVA 203 Commercial Load Calculations

**The Curriculum Committee has posted the following proposals through November 6:**

**One New Program:**

NP1S Paramedic, Certificate

**One Program Revision:**

PR3F Optical Systems Technology, Electro-Optics Option

**Three New Courses:**

NC3F PSY 280 Mysteries of Sleep and Dreaming

NC4F SPT 119 Storytelling

NC5F NUR 160 Critical Thinking Utilizing the Nursing Process

**Ten Course Revisions:**

CR1F EMS 239 Paramedic Clinical and Field Experience I

- CR2F** EMS 236 Advanced Cardiac Life Support
- CR5F** ACD 141 Alcoholism/Chemical Dependency Treatment Modalities
- CR6F** ACD 142 Alcoholism/Chemical Dependency and the Family System
- CR7F** ACD 143 Alcoholism/Chemical Dependency Counseling Skills
- CR8F** ACD 144 Alcoholism/Chemical Dependency/Substance Abuse Group Counseling Skills
- CR9F** ACD 145 Alcoholism/Chemical Dependency/Substance Abuse
- CR10F** ACD 146 Alcoholism/Chemical Dependency Internship Seminar
- CR12F** EMS 240 Paramedic Clinical and Field Experience II
- CR13F** BUS 204 Management Theory and Practice

**One Course Deactivation:**

**CD1F** HUM 260 Contemporary Urban Issues

B. Other business-Local General Education Definitions-The committee began reviewing definitions submitted by departments to determine how similar they were. Soon progress on the project will be posted on the Curriculum Committee website.

NEG – H.Pierre-Philippe

No report.

SCAA – B. Connell

A. The Committee has begun reviewing the application for the Dean of Academic services at Damon.

Planning – E. Grissing

No report.

Professional Development – C. Powers

- A. NISOD award nominations are due October 27 at 5pm. The nominations for the Chancellor’s award are due December 8.
- B. The Committee is going to review all the awards and clarify the requirements.
- C. Other work the Committee is still working on is the January workshop and the evaluation of the role of the Faculty Senate in professional development.

**VII. Old Business**

None.

**IX. New Business**

Q: There is concern about student success with student athletes. It appears that many of the students are set-up to fail due to lack of structure for the students. This is a disservice to the students. Can the Faculty Senate look into this and get involved with this issue?

A: The Faculty Senate does have policies on academic standing. There is an ad hoc committee, chaired by Skip Bailey, that has met to address this problem not just for athletes but for all students. This committee proposed a COS133 course designed to provide early intervention for at-risk students. Early intervention is important in this issue but there are logistical problems with implementing this type of program. A single COS course may not be the only way to address the problem but it is a start. The Senate can not create policies that govern only student athletes. The Senate can have policies that limit participation in extracurricular activities.

Meeting adjourned at 4:50 p.m.

Respectfully submitted,

Terri Tugel  
President

Susan Murphy  
Secretary

**Minutes approved at the November 20, 2008 Faculty Senate meeting.**

## Attachment A

### Faculty Senate Resolution 2.6-Program Review Process Guidelines

It is important to note that the comprehensive program review process of academic programs should provide the information necessary to stay current and provide the best possible education to students in the program. The process is guided by the shared governance policies of Monroe Community College Administration and Faculty. As part of the State University of New York system, the process also adheres to the recommendations for assessment by SUNY:

Each campus is responsible for overseeing the process through which the assessment of academic major programs takes place, following existing curriculum and governance procedures. Campuses and programs have maximum autonomy in the development of assessment plans for academic majors, and should include the input of faculty, professional staff, and students. (From SUNY *Guidelines for the Implementation of Campus-based Assessment of the Major* Revision: August 12, 2003)

### Overview of Requirements

All programs should meet the following requirements in carrying out their assessment plan.

- Programs should complete one cycle of assessment every six years .
- Programs should include measures of student learning outcomes in their plans
- Programs should seek review of their final Program Review Report by an External Review Committee, including a campus visit and written report
- Programs should include in their plans some strategy for measuring change in students' knowledge and skills over time, specific to designated learning outcomes. (From SUNY *Guidelines for the Implementation of Campus-based Assessment of the Major* Revision: August 12, 2003)

### Overview of Process

The following information is meant to assist in your process and the reporting of your Program Review. Basically there are seven steps in completing your review:

1. Obtain Program Review and PAL guidelines and establish committees in coordination with the program's chair and dean
2. Collect and analyze internal data
3. Analyze written report from External Review Committee
4. Meet with Program members for discussion and recommendations
5. Write Program Review Report
6. Submit Program Review Report
7. Establish a committee to carry out Action Plan

#### **Step One: Establish Committees and Collect Guidelines** (Spring semester before Program Review)

This step provides the necessary foundation to build the Program Review. Knowing what needs to be accomplished and having all necessary resources in place will make the process run smoothly. It is particularly important to include the selection of the External Review Committee to avoid delays later in the review process.

#### **A. Program Assessment Liaison (PAL)**

Meet with Coordinator of Assessment to obtain guidelines, examples, and for information on overall process. (Contact Coordinator of Assessment for forms.)

#### **B. Program Faculty and Staff Committee**

In coordination with the program chair and dean, the PAL will establish a committee to

- Collect and analyze internal and external data

- Present results of analysis to Program members for discussion and recommendations for the Action Plan
- Evaluate the Program Review Report
- Submit Program Review Report to the Program Chair, and then to Program Dean for approval and signature
- Submit Program Review Report to Coordinator of Assessment

### C. External Review Committee

In coordination with the program chair and dean, the PAL will confirm or establish an External Review Committee. The purpose of the External Review Committee is to provide programs and academic leadership with an at-arm's length, objective critique of the strengths and challenges of programs, so as to provide the basis for assessment.

#### Outside Accredited Program

For programs that are accredited by an external agency (e.g. Nursing) and are reviewed regularly for reaccreditation purposes by an External Review Committee whose membership is determined by a professional accrediting body, this agency may be considered to be the External Review Committee. If the accreditation review has occurred prior to the last SUNY Program Review, it may fulfill this requirement. A description of the agency, its review team, and a copy of the accreditation report and recommendations are necessary.

#### Non- Outside Accredited Program

The membership of External Review Committee for programs that do not require outside accreditation should be discussed between the Program/Department being reviewed, the dean (where applicable) and the campus chief academic officer or his/her delegate.

The ideal committee for

- A transfer program would include two members from institutions with high MCC transfer rates
- A career program would include two representative employers and two experts in the field

In general, External Review Committees should consist of not less than two (2) persons who have no academic, professional or other significant relationship to full-time faculty in the Program/Department, no previous significant or formal affiliation with the institution, and who come from academic or professional institutions belonging to a peer group (equivalent to being in the same class and having similar program size, scope and statistical, or perceived reputational, ranking).

#### Responsibilities of External Review Committee

1. Review internal data and data analysis report supplied by the PAL
2. Make a campus visit to
  - Tour of Program facilities
  - Discuss Program Review Report with PAL and Program Review Faculty/Staff committee
  - Make recommendations for Program
3. Write a report to the Program Review Faculty/Staff committee to include at a minimum
  - List of names of the external reviewers and organizations they represent
  - Date of the campus visit
  - Assessment of the Program, including major strengths and weaknesses
  - Recommendations for the Program
4. Hold a follow-up meeting if necessary

## **Step Two: Collect and Analyze Internal Data** (Fall semester of Program Review)

This step provides the broad view of the Program foundations, the components that provide the theoretical and practical structures of the Program. At the conclusion of this step, a preliminary analysis report, endorsed by the department chair and dean, will be prepared for distribution to the external reviewers.

### **A. Program Mission, Goals, Objectives, and Outcomes** (Contact Coordinator of Assessment for forms.)

The mission, goals, outcomes and objectives form the basis for all decision making and general action in a program. As such it is important to be sure that each of these represent what is desired in relation to academic culture, process and product.

1. Review the Program's mission statement and describe its relationship to the institutional mission.
2. Appraise the Program's goals and objectives.
3. Explain the Program's learning outcomes and trace their relationship to course learning outcomes.

### **B. Program Design**

The Program design provides the foundation for student success in the Program.

1. Review the program's catalog description
2. Describe the unique/innovative aspects of this Program
3. Evaluate the program's admission requirements
4. Analyze the program's degree distribution requirements
5. Justify any prerequisites and/or co-requisites in the degree program core requirements (courses specific to the program rather than general studies)
6. Describe how the Program satisfies the MCC and SUNY General Education requirements including specifics for the infused competencies (Contact Coordinator of Assessment for forms.)
7. Assure that required courses and electives are offered on a schedule to meet the needs of various student constituencies
8. If the Program is accredited, describe the program's accreditation status and identify the accrediting agency
9. If the Program has applied for accreditation or the department plans to apply for accreditation, describe the program's accreditation status and identify the accrediting agency
10. Describe how Program related co-curricular activities advance the Program's mission and goals
11. Provide an organizational chart that shows the relationship of the Program to the rest of the institution (Contact Coordinator of Assessment for forms.)

### **C. Faculty**

The quality of the faculty is critical to the quality of an undergraduate academic program. The qualifications of the faculty are useful to show the extent to which the faculty is prepared to fulfill the mission of the Program.

1. Provide a listing of full-time, part-time, and adjunct faculty assigned to the Program for the last academic year including: names, ranks, credentials, years of teaching experience, courses taught, release time, and overload
2. Describe the demographics of full-time, part-time, and adjunct faculty assigned to the Program for the last academic year
3. Analyze the percentage of courses taught by full-time, part-time, and adjunct, faculty assigned to the Program for the last academic year and compare to College averages
4. Explain how faculty professional development activities support the Program's mission and goals

#### **D. Students**

In the evaluation of the effectiveness of an undergraduate academic program, it is essential to consider the students it serves and those it might serve in the future. Student needs influence the design of the curriculum, the faculty to implement it, and the services to support it. The quality and success of a program depends upon the extent to which it meets the needs of its students.

1. Provide a student summary for the last six years including annual and aggregate numbers of: full-time students, part-time students, graduates, student demographics, and student/faculty ratios
2. Analyze demographics of students in the Program with that of the College geographical area of service– with the assistance of Coordinator of Assessment and Institutional Research
3. Describe the strategies for addressing the diverse learning styles of the students in the Program
4. Analyze the Program’s enrollment patterns for the last six years
5. Evaluate any recruitment activities designed to bring students into the Program
6. Evaluate any orientation activities designed to introduce students to the Program
7. Analyze the Program’s attrition patterns for the last six years
8. Describe and analyze any strategies used to address retention – if needed
9. Analyze the time students take to complete the Program
10. Analyze follow-up data on student transfer/placement for the last six years. Indicate year(s) data was collected and total number of student responses; percentage employed in the field, employed elsewhere, seeking employment, and continuing education

#### **E. Student Learning Outcomes Assessment**

Assessment of student learning upon the completion of courses allows the Program to gain information needed to determine strengths and challenges in curriculum. Over time these periodic assessments provide an institutional memory used in Program and course planning for maximum student success. (Contact Coordinator of Assessment for forms.)

1. Review the previous assessment of Program
2. Review any previous assessment of SUNY General Education and two Infused Competencies Outcomes
3. Describe any modifications made to the student learning outcomes in the Program since the last Program assessment
4. Describe the process the department uses to assess student learning
5. Describe how this process measures student achievement of Program learning outcomes
6. List major findings of this assessment of student learning outcomes done as part of the Program assessment
7. Identify what has been learned in methods of assessment that can be helpful to others as they conduct assessment of their program learning outcomes

#### **F. Support Services**

The academic and student services of the campus provide important support to the instructional efforts of the faculty. Furthermore, support services should contribute directly to the richness of students’ academic lives.

1. Describe the academic advisement procedures and the way the department assesses advisement effectiveness
2. Describe supporting resources and facilities that are made available specifically for the students in this Program and the way the department assesses supporting resources and facilities
3. Describe services for job placement and/or college transfer

4. Describe student and faculty satisfaction with services that support the Program and the way the department assesses satisfaction

### **G. Administrative Support**

An academic program exists within the context of an institution. The institution's leadership plays an important role in fostering a climate that supports innovation and goodwill through funding and other relevant support services.

1. Explain administrative support in funding and other relevant services for the Program, faculty and staff, students, and assessment
2. Analyze the process used to maintain and project necessary Administrative Support needed to meet Program goals
3. Describe any anticipated changes in Administrative Support needs in the next three years and assess the impact of those changes

#### **Step Three: Meet with External Committee** (Spring semester of Program Review)

The External Review Committee campus visit should provide an alternative way to see the Program. It should be used to add information to the assessment of the Program.

- Send, prior to External Review Committee campus visit, preliminary Program Review Report (includes information from Step Two : Collect and Analyze Data) to External Review Committee
- Conduct campus visit with External Review Committee to discuss preliminary Program Review Report and their recommendations

#### **Step Four: Develop Recommendations & Create Action Plan** (Spring semester of Program Review)

Based on the analysis of internal and external data develop recommendations that will then form the basis of an Action Plan. This Action Plan starts the process of Closing-the-Loop in the assessment process. Quite simply this means taking action that will allow your Program to maintain current strengths and to address current challenges. Critical to this process is that these plans are made on the basis of qualitative and quantitative data that is gathered systematically.

1. Analyze the External Review Report and its implications for the Program Review
2. Review former Program Review recommendations and Action Plan
3. Describe the major findings of this Program Review
4. Discuss both last Program Review Action Plan and new findings with Program members
5. Describe what actions will be taken as a result of this Program Review that will ensure the maintenance of current strengths and address challenges. (Contact Coordinator of Assessment for forms.)

#### **Step Five: Write Program Review Report** (Spring semester of Program Review)

This section serves to provide a standardized format for the finished report, although, most of the information topics have been required in the past.

The contents of the Program Review Report should reflect the data collection, external report, analysis of data, and action plan. A mix of tables and narrative may work best to report these findings. Be sure to provide a brief narrative of any table used.

The Program Review Report should, at a minimum, include information from the following areas (These are the areas collected and analyzed in Steps Two and Three and used to create an Action Plan in Step Four). You will want to **provide data and analysis in each section based on the Program Review**. Include specific information requested in Steps Two through Four.

1. Cover Sheet

2. Executive Summary
3. Table of Contents
4. List of Figures (as needed)
5. Introduction that provides an overview of the findings
6. Program Mission, Goal, Objectives, and Outcomes
7. Program Design
8. Faculty
9. Students
10. Assessment of Student Learning Outcomes
11. Support Services
12. Administrative Support
13. External Review Report Analysis
14. Major Findings of the Program Review
15. Recommendations
16. Action Plan
17. Appendices (External Review, SUNY Student Learning Outcomes, Assessment Rubric, etc. see Coordinator of Assessment for forms)

**Step Six: Submit Program Review Report** (Spring semester of Program Review)

The order of submission process follows a pathway to ensure that there is an understanding of the Program Review Report material and that all questions are answered in a reasonable order. As the submission process progresses, make revisions as needed.

1. Submit to Program Review Faculty/Staff Committee for comments
2. Submit to Department Chair for review and signature (Contact Coordinator of Assessment for form.)
3. Submit to Program Dean for review and signature (Contact Coordinator of Assessment for form.)
4. Submit to Coordinator of Assessment
  - a. Coordinator submits to Dean of Curriculum and Program Development
  - b. Dean of Curriculum and Program Development submits to Vice President of Academic Services
  - c. Vice President of Academic Services submits to College President and SUNY per the requirements of each

The acceptance of the Program Review Report by any of the signatory indicates only that the individuals acknowledge receipt of the document and not approval of the recommendations or action plans.

**Step Seven: Establish a Committee to Implement Action Plan** (Fall semester after Program Review)

In an effort to begin actively implementing the recommendations from the Program Review Action Plan, the Program faculty will need to take the necessary steps agreed to in the Action Plan as soon as possible in order to begin the process of Closing-the-Loop. Although it is not the sole responsibility of the PAL or the Faculty/Staff Program Review Committee to continue as the major participants in this next step, it is requested that they help others to understand the findings necessary to inform their charge.

**PROGRAM REVIEW PROCESS GUIDELINES CHECKLIST**

**Spring Semester before Program Review (Step One in Process Guidelines)**

- PAL
  - Collect guidelines
  - Consult with chair and dean
  - Establish Faculty/Staff Committee
- PAL and Faculty/Staff Committee

- Establish External Review Committee
- Establish Campus Visit date by External Review Committee

**Fall Semester of Program Review (Step Two in Process Guidelines)**

- PAL and Faculty/Staff Committee
  - Data Collection and Analysis
  - Program Mission, Goals, Objectives and Outcomes
  - Program Design
  - Faculty
  - Students
  - Student Learning Outcomes Assessment
  - Support Services
  - Administrative Support
  - Draft a preliminary Program Review Report and share with chair and dean

**Spring Semester of Program Review (Steps Three through Six in Process Guidelines)**

- PAL and Faculty/Staff Committee
  - Secure endorsement of preliminary report from chair and dean
  - Send, prior to External Review Committee campus visit, preliminary Program Review Report (includes information from Step Two : Collect and Analyze Data) to External Review Committee
  - Conduct campus visit with External Review Committee to discuss preliminary Program Review Report and their recommendations
  - Review and analyze External Review Committee Report
  - Present preliminary Program Review Report and External Review Committee Report to Program members for comments and recommendations
  - Prepare final Program Review Report
  - Obtain Department Chair's approval of Program Review Report
  - Obtain Dean's approval of Program Review Report
  - Submit Program Review Report to Coordinator of Assessment
    - Dean of Curriculum & Program Development, to Vice President of Academic Services, to the College President, and to SUNY per the requirements of each

**Fall Semester after Program Review (Step Seven in Process Guidelines)**

- In consultation with chair and dean, establish a Committee to Implement Action Plan



November 20, 2008

**PRESENT:** S. Adrion, J. Alas, D. Baxter, P. Bishop, A. Burns, J. Case, B. Connell, M. DiSano, J. Downer, M. Ernsthausen, S. Fess, M. Fine, K. Foley, C. Forde, S. Forsyth, M. Fugate, E. Grissing, A. John, N. Karolinski, R. Kennedy, A. Morris, J. McKenna, M. Murphy, S. Murphy (Secretary), J. Nelson, M. Ofsowitz, P. Peterson, H. Pierre-Philippe, M. Popovici, C. Powers, E. Ripton, T. Schichler, D. Shaw, D. Smith, R. Steven, T. Tugel (President), C. Wendtland, S. Wexler, H. Wheeler (Vice-President), A. Wilson.

**ABSENT:** L. Bartholome, S. Batistta-Provost, S. Hagreen, D. Leach, A. Leopard, P. Ornt, J. Striebich, J. Waasdorp, S. Weider, H. Wynn-Preische.

**GUESTS:** S. Blacklaw, D. Cecero, K. Collins, M. McDonough.

**I. Meeting called to order:** 3:39 p.m.

**II. Guests:**

**A.** Michael Ofsowitz- On Saturday, March 21, 2009, MCC will host its first "Scholars' Day". MCC's Scholars' Day will highlight the accomplished scholarly work of students, faculty and the collaborative work between faculty and students both in and outside the classroom. Scholars' Day will provide an opportunity to present and celebrate academic excellence and promote and encourage scholarship among MCC's faculty, staff, and students. The work can be made up of presentations, panel discussions, performances as well as poster sessions from departments and disciplines across the college. There are many in-classroom assignments and/or projects already assigned to students that would be a perfect fit with MCC's Scholars' Day event. The Scholars' Day committee would like to invite faculty and staff to submit and strongly encourage students to submit to the Call for Participation as well as to mentor participating students as they prepare to experience what is likely to be their first academic conference. In addition, the committee strongly encourages faculty and staff to present their own scholarly projects, participate in a panel discussion, or to co-present with a student. The Call for Participation and Call for Abstracts can be accessed through this website: <[www.monroecc.edu/go/scholarsday](http://www.monroecc.edu/go/scholarsday)>. Online and hardcopy submissions will be accepted through the end of November, 2008. Any submissions received after this deadline cannot be guaranteed but are still encouraged.

**B.** Margaret Murphy-The FCCC Fall Plenary meeting was held in October 2008. Here are some highlights of the meeting:

**1.** FCCC and UFS Committee on Transfer and Articulation

The resolution by this group (which includes our VP Janet Glocker and Chris Belle-Isle) provides for enforcement of current SUNY Board policy, transfer of first and second year courses (even for students without degrees), a transfer website

[www.suny.edu/student/cmpCreditEquality/courseEquiv.cfm](http://www.suny.edu/student/cmpCreditEquality/courseEquiv.cfm), a faculty governance process for problems, and representation on all committees that are working to facilitate transfer. Although MCC enjoys many strong transfer and articulation agreement with SUNY four year colleges, it is in our best interest to maintain a voice in this action since any universal policy made could inadvertently effect MCC agreements with other schools. At present the resolution has been held

up in being presented to the SUNY Board of Trustees. One consideration from some four year colleges and from the Provost is to attach a provision to the resolution ensuring that all transfer students complete all 10 of the required SUNY General education courses before transfer. This would make an official commitment to completion of SUNY Gen Ed courses rather than the unofficial 7 of 10 MCC has been doing. There is also a concern in regard to this in that community college transfer students will be held to a different standard (10 of 10) than native four year beginning juniors. Although it is recognized that no single document can resolve such a large concern, the Joint Committee as well as Vice Chancellor Dr. Golladay encourage support for this resolution.

**2. Search for SUNY Chancellor**

The search is ongoing since the former interim chancellor, Admiral Ryan resigned. Some highly respected candidates left the pool of applicants due to length of time in decision making. It does not look promising that a new chancellor will be selected from this search. A new interim chancellor would be appointed if the search fails. The president of FCCC serves on the search committee. This committee started with 18 members and now has 8 left.

**3. Review of Textbook cost**

There is a review underway of New York State law in regard to education law and the textbook access act which promotes open transparent marketing, choice, pricing and purchasing of course materials. Federal government will require all colleges by 2010 to show compliance with textbook information by listing all textbook/s information with registration material.

**4. General Education Assessment Review (GEAR) Committee**

There is still interest in finding an appropriate standard mathematics test, but there is little progress. At this time, colleges are using a national-referenced and GEAR approved test in mathematics. The first round of Triennial Updates for General Education Assessment Plans and Closing-the-Loop Reports were sent to GEAR. Continued SUNY funding to colleges for assessment is still questionable.

**5. SUNY Distinguished Teaching and Service Awards**

The Community Relations Committee of FCCC which acts on all awards, has suggested that those receiving the SUNY Distinguished Teaching and Service Awards be noted as Distinguished Faculty Rank and receive a \$2,500 salary increase.

**6. New York Community College Association of Presidents (NYCCAP)**

President of Rockland Community College, Cliff Wood, represented this group.

He reiterated that community college students should not be held to any different standard than any native four year college student. He feels that four year colleges need to address the problem of capacity by putting systems in place to move students more quickly to degree. When asked if he would support a position for a community college representative as a non-voting member of the SUNY Board of Trustees as the Faculty Senate of four year colleges has, Woods said no he would not. He stated that community colleges are not paid salary and benefits by SUNY BOT, but rather by their local county, and therefore should not have a seat.

**III. Announcements (T. Tugel):**

- A. The presidential search consultant, Dr. Parilla, visited on November 3 and 4. He met with the SCAA ad hoc presidential search committee. He held a college hour information session and he also met with two faculty/staff focus groups. These groups represented a diverse population of faculty and provided Dr. Parilla information to better understand the culture of MCC. Dr. Parilla has stated he has never conducted a search that has had two search committees. MCC has a strong, participatory academic governance body that needs to remain present in the search.
- B. Angel Andreu will be at the December Faculty Senate meeting to discuss and answer questions regarding MCC's participation in SUNY's CCSSE (Community College Survey of Student Engagement). MCC will be conducting the survey in the spring 2009 semester. Classes will be selected randomly and the survey must be completed in class. Angel would like to make sure that those instructors involved have advance notice since the survey would take 35 minutes of classtime.

IV. **Approval of Minutes:** Minutes of October 23, 2008 Faculty Senate Meeting approved as written.

V. **Action items:**

A. Academic Policies action items:

1. Academic Policies action item-Student Opinion Survey resolution was tabled by the Committee to pursue more research on the topic.
2. Academic Policies action item-IRB resolution. A motion was passed to send this item back to the Committee for further review.

B. Curriculum action items:

1. The Faculty Senate voted on the following programs:  
PR3F 2007 Optical Systems Technology **Motion passed.**  
PR3F 2008 Health Studies, AS **Motion passed.**  
NP1S Paramedic, Certificate **Motion passed.**

VI. **Standing Committee Reports**

Academic Policies Committee – C. Wendtland

No report.

Curriculum – A. John

A. The Curriculum Committee continues to meet every Thursday that Faculty Senate doesn't meet, dividing their time between proposals and other projects, including the charge to establish definitions for MCC's local general education areas and criteria for including courses on the approved list for each area. The committee is currently integrating feedback from departments and results from external sources. They are developing materials detailing this project for eventual inclusion on the Curriculum Committee web page. Look for it soon.

B. An ad hoc committee of the Curriculum Committee has been charged with reviewing section 2.5 of the Curriculum Resolutions: Departmental Review/Planning/Budgeting and Appendices A, B, and C. Committee members are Gloria Morgan, Chair of Office and Computer Programs; Brenda Embrey, Health Professions; Lori Judd, Mathematics; and Paul Seeburger, Mathematics. They will make a preliminary report of their findings to the committee in February.

C. The Curriculum Committee approved the following proposals:

Two Program Revisions:

PR3F 2007 Optical Systems Technology  
PR3F 2008 Health Studies, AS

One New Program:

NP1S Paramedic, Certificate

Three Course Deactivations:

CD1F MTH 205 Technical Mathematics III  
CD1F HUM 260 Contemporary Urban Issues  
CD1S PHY 231 Applied Physics III

Thirteen Course Revisions:

CR1F EMS 239 Paramedic Clinical and Field Experience I  
CR2F EMS 236 Advanced Cardiac Life Support  
CR5F ACD 141 Alcoholism/Chemical Dependency Treatment Modalities  
CR6FACD 142 Alcoholism/Chemical Dependency and the Family System  
CR7F ACD 143 Alcoholism/Chemical Dependency Counseling Skills  
CR8F ACD 144 Alcoholism/Chemical Dependency/Substance Abuse Group Counseling Skills  
CR9F ACD 145 Alcoholism/Chemical Dependency/Substance Abuse  
CR10F ACD 146 Alcoholism/Chemical Dependency Internship Seminar

CR12F EMS 240 Paramedic Clinical and Field Experience II  
CR13F BUS 204 Management Theory and Practice  
CR15F MTH 165 College Algebra  
CR22F CIS 110 Building and Maintaining the PC

Four New Courses:

NC3F PSY 280 Mysteries of Sleep and Dreaming  
NC4F SPT 119 Storytelling  
NC5F NUR 160 Critical Thinking Utilizing the Nursing Process  
NC6F JPN 104 Intermediate Japanese II

D. The Curriculum Committee Posted the Following (11/13 – 12/4):

Four Course Revisions:

CR29F IDE 101 Introduction to Interior Design I  
CR30F IDE 102 Introduction to Interior Design II  
CR32F IDE 122 Interior Design Communication II  
CR33F IDE 201 Interior Design III

One New Course:

NC7F PHO 140 History of Photography: Early

NEG – H.Pierre-Philippe

No report.

SCAA – B. Connell

A. The Committee met to discuss and rank candidates for the position of Dean of Academic Services at Damon. B. Connell met with Mike McDonough, chair of the Administrative Search Committee, to discuss the recommendations of the two committees. The committees are in agreement and they are working toward setting up interviews and Open Hearings. These are being planned for the weeks of January 26<sup>th</sup> and February 2<sup>nd</sup>.

B. Two members of SCAA, Mark Ernsthansen and Patty Ornt, are representing SCAA on the Administrative Search Committee for the Assistant Vice President of Administrative Services. That committee has begun its work and will possibly be interviewing at the end of January.

C. The SCAA ad hoc committee for the Presidential Search has been formed. Committee members are: Bonnie Connell, Chair, Chris Abbott, Chris Belle-Isle, Marlene Fine, Bob Kennedy, Ed Martin, Eileen Morris, Harry Pierre-Philippe, Renee Rigoni, Mary Timmons, Peggy VanKirk. The committee met with Dr. Parilla, the Search Consultant earlier this month.

Planning – E. Grissing

No report.

Professional Development – C. Powers

The deadline for submitting nominations for the Chancellor's Award is December 8<sup>th</sup>. The Committee will not be planning a professional development event in January 2009. They will be supporting the TCC event in January. The Committee is planning an event for June 2009 and the topic under consideration is "Bullying in the Academic Environment"

**VII. Student Announcements**

None.

**VIII. Old Business**

None.

**XI. New Business**

S. Forsyth – attended the November 19 forum focusing on campus safety and security led by Public Safety Director Lee Struble and VP of Student Services, Dr. Susan Salvador. The meeting included a de-briefing of the November 11 stabbing incident that occurred on the Brighton campus. S. Forsyth’s suggestion is to ask faculty, staff and students to wear their MCC identification cards. The response given to her at the meeting was that it was too difficult to implement this type of policy. She would like to see the Faculty Senate pursue this policy. This would help identify people who belong on campus and also helps to create pride

M. Popovici-It would be worthwhile to discuss as the Faculty Senate, our role in a crisis. What can we do as faculty? What should we do? Many faculty don’t really know what to do in a crisis.

T. Tugel- In June 2007 there was a Faculty Senate professional development workshop on the “Active Shooter” in response to the Virginia Tech. shootings. Often these workshops are not well attended. So we as faculty have to do our part to attend the sessions made available. This is something that all of us have a shared interest and a common goal but how can we work together and how can we keep communications open. Perhaps we need Lee Struble to come to the Faculty Senate or to sponsor a wider event. The perception that MCC is a safe place to work and get an education is important. Regarding ID badges, it would be difficult to keep the ID’s validated each year at the Brighton campus.

S. Forsyth-When the student incident was reviewed, it was discovered that the College should have used the IP phone system. It was agreed that the SUNY alert system was not needed.

S. Fess-When CSEA employees have a day off, it impacts the faculty. It would help if we knew who they were so that the lack of services could be anticipated and minimize the classroom impact. We need more communication on this.

Meeting adjourned at 4:49 p.m.

Respectfully submitted,

Terri Tugel  
President

Susan Murphy  
Secretary

**Minutes approved at the December 11, 2008 Faculty Senate meeting.**



December 11, 2008

**PRESENT:** S. Adrion, J. Alas, L. Bartholome, S. Batistta-Provost, D. Baxter, A. Burns, B. Connell, M. DiSano, M. Ernsthausen, S. Fess, M. Fine, K. Foley, C. Forde, S. Forsyth, M. Fugate, E. Grissing, S. Hageen, A. John, R. Kennedy, D. Leach, A. Leopard, A. Morris, J. McKenna, S. Murphy (Secretary), J. Nelson, M. Ofsowitz, P. Peterson, H. Pierre-Philippe, C. Powers, E. Ripton, T. Schichler, D. Shaw, D. Smith, R. Steven, J. Striebich, T. Tugel (President), J. Waasdorp, S. Weider, C. Wendtland, S. Wexler, H. Wheeler (Vice-President), A. Wilson, H. Wynn-Preische.

**ABSENT:** P. Bishop, J. Case, J. Downer, N. Karolinski, M. Murphy, P. Ornt, M. Popovici.

**GUESTS:** V. Avalone, S. Blacklaw, D. Cecero, K. Collins, R. Connett, R. Shea.

**STUDENT REPRESENTATIVES:** M. Lawson, S. Robinson

**I. Meeting called to order:** 3:32 p.m.

**II. Guests:**

Angel Andreu- In June 2004, the SUNY Board of Trustees passed a resolution that required campus assessment of student learning and general education to be accompanied by a measure of the level of student engagement in academic activities. This resolution stated the costs associated with implementing this portion of the campus-based assessment will be paid by SUNY. There are two surveys-one for four-year colleges (NSSE) and one for two-year colleges (CCSSE). The spring 2009 semester will be the first time that MCC is participating in the survey, CCSSE (Community College Survey of Student Engagement). MCC will not be administering the SUNY Student Opinion Survey during the spring semester. It will be used in spring 2010. The survey is a national survey and has strict protocol. SUNY will select the sample of classes to be surveyed. Some classes will not be involved such as non-credit, dual credit, SLN, ESOL, lab sections, and independent study. The survey will be administered by someone other than the instructor and it must be taken in class. It is estimated to take 35-40 minutes of class time. MCC will also participate in CCFSE (Community College Faculty Survey of Student Engagement). This survey asks faculty to answer similar questions as the student survey. The results of both surveys will be matched up. The website for the survey is [www.ccsse.org](http://www.ccsse.org) which will show the aggregate results of community colleges.

Q: I have a one-credit course and this survey will use up an entire class period. Can this class be excluded from the sample?

A: You could elect to not participate in the survey because the sample size is large enough.

Q: Will the sample take into account the possibility that a student may take more than one survey?

A: Students will have a question on the survey that asks if they have taken the survey already so that duplicate answers are accounted for.

**III. Announcements** (T. Tugel): None.

**IV. Approval of Minutes:** Minutes of November 20, 2008 Faculty Senate Meeting approved as written.

**V. Action items:**

Academic Policies action item:

The Committee proposed the following IRB policy be added to the resolutions:

Any research conducted at the College involving human subjects, by persons acting either in their employment capacity or as part of their educational pursuits, must adhere to the guidelines of the College's Institutional Review Board (IRB) and file appropriate forms with the IRB.

An amendment was made from the floor to add the following statement to the policy:

Most course activities are exempt from full IRB review and only require IRB notification. This notification can be completed at the department or course level rather than the individual activity level. Motion made to accept this amendment. **Motion passed.**

The revised IRB policy is as follows:

Any research conducted at the College involving human subjects, by persons acting either in their employment capacity or as part of their educational pursuits, must adhere to the guidelines of the College's Institutional Review Board (IRB) and file appropriate forms with the IRB. Most course activities are exempt from full IRB review and only require IRB notification. This notification can be completed at the department or course level rather than the individual activity level. Motion made to accept the amended policy. **Motion passed.**

To view the IRB guidelines, go to the A-Z index, click on "G", click on Grants Office, then click on Institutional Review Board.

**VI. Standing Committee Reports**

Academic Policies – C. Wendtland

No report.

Curriculum – A. Leopard

No report.

NEG – H.Pierre-Philippe

No report.

SCAA – B. Connell

A. SCAA met with Dr. Glocker on December 4<sup>th</sup> to discuss the recommended candidates for the Dean of Academic Services at Damon. Dean McDonough has asked HR to set up interviews for four candidates for late January, early February with Open Hearings at Damon. These Open Hearings will be video streamed to the Brighton campus.

B. SCAA was asked for input into the recommendation of Dr. Bartkovich for the position of Director of Library Services. SCAA supported his recommendation.

C. The SCAA ad hoc Committee for the Presidential Search met with Dr. Parilla, the presidential search consultant, to discuss the upcoming process and finalized time-line. The committee will be meeting January 5<sup>th</sup> to develop interview questions and then will meet on January 8<sup>th</sup> with Dr. Parilla to set up the grid and begin screening. Screening will take place during the month of January.

Planning – E. Grissing

No report.

Professional Development – C. Powers

Just a reminder that the Faculty Senate is supporting the TCC workshop, "Sharing Our Worlds: A Dialogue Between Faculty and Administrators" to be held on January 9, 2009.

**VII. Student Announcements**  
None.

**VIII. Old Business**  
None.

**XI. New Business**  
None.

Meeting adjourned at 4:11 p.m.

Respectfully submitted,

Terri Tugel  
President

Susan Murphy  
Secretary

**Minutes approved at the January 22, 2009 Faculty Senate meeting.**