



DIVISION OF  
**ACADEMIC SERVICES**  
ANNUAL REPORT  
**HIGHLIGHTS**  
2009-2010  
**MCC**  
MONROE COMMUNITY COLLEGE

# A MESSAGE FROM THE VICE PRESIDENT OF ACADEMIC SERVICES



As I close out a near decade of serving as the Vice President of Academic Services, it is again an honor to give thanks and recognition to the wonderful faculty and staff for a year of purposeful work—another year of creating a rich environment for student and collegial learning. Once more, I could not be more proud of our students' growth and the role this institution plays in our community.

The Academic Services Division works collaboratively with all of the divisions at the College toward our common goal: student learning and success. The Division's leadership team is comprised of an associate vice president, assistant vice president, deans, directors, budget and space management personnel, and department chairs, directors, and their secretaries. This team is responsible for facilitating the enrollment of over 16,000 FTE (credit) and non-credit programming for over 37,929 (unduplicated headcount) students annually.

A core value of a learning institution is the continuous learning and development of its employees. Just as we facilitate student growth and learning, so, too do we foster professionalism and growth among our colleagues. Many have completed coursework for advanced degrees, participated in the Leadership Academy, and held leadership roles in various professional groups and societies. And in a learning organization, some of our colleagues, empowered by their learning, move on. Anthony J. Felicetti, a 36 year veteran known as an early promulgator and skilled practitioner of Enrollment Management, is now a sought after consultant to other colleges and universities. Dr. Stuart Blacklaw is now the Vice President for Instruction at a community college. Several years ago Dr. Chet Rogalski moved to a vice presidency at a sister SUNY community college. Two current SUNY community college presidents, Drs. Quintin Bullock and Dusty Swanger, were members of our Academic Services Leadership Council. We are a vibrant learning institution in all senses of the phrase!

Interim Vice President Kimberley Collins will ably lead and conduct our Division in 2010-2011 as we seek a Provost and Vice President for Academic Services. She will orchestrate the talents of twenty-one academic departments and the service offices of Admissions, Records and Registration, Curriculum and Program Review, Experiential and Adult Education, Institutional Research, and Marketing Communications. This orchestra of more than 335 full time faculty, over 100 non-teaching professionals, 70 support staff, and more than 700 adjuncts will work in tune with Administrative Services, Educational Technology Services, the President's Office, and Student Services to ensure that our students and community prosper and thrive.

As I leave this great institution, I am humbled by and proud of our many accomplishments. We have provided thousands of students with the opportunities to choose a future powered by enhanced human capital; we are a workforce generating engine in the greater Rochester region. And we have fostered collegial and supportive work environments so that our colleagues and working partners could have work lives of meaning and satisfaction. I am confident that Monroe Community College will continue to be a leader and pioneer nationally, in SUNY and in the greater Rochester area.

Sincerely,

A handwritten signature in black ink that reads "Janet J. Glocker". The signature is written in a cursive, flowing style.

Janet J. Glocker  
Vice President, Academic Services  
August 2010

Academic Services uses the College's Strategic Plan as a framework for the divisional strategies. There are four areas within this plan that were of special interest for our division during the 2009-2010 academic year. The following are the areas of emphasis for Academic Services:

# ACADEMIC SERVICES GOALS 2009-2010

## **I. Diversity and Inclusion**

Although this goal is overarching to all of our strategies and plans, we have held it out as a special focus in our hiring and development of our faculty and staff. In particular every academic department works to recruit and mentor faculty through our Dr. Alice H. Young internship program while building relationships that support diversity and inclusion goals.

## **II. Retention**

As our systems become more integrated, a continuous focus on integrated problem solving is necessary to deal with student retention. The Institutional Research Office will play a significant role in the retention strategy formulation within the Division. From a teaching/learning perspective, Academic Services will design a data driven retention initiative that will focus on such areas as program retention, course retention, etc. A significant retention program at Damon City Campus will be closely monitored as it is easily transportable to Brighton. From an infrastructure perspective, Academic Services will continue to partner with Student Services to approach retention from a student expectation/student demand driven perspective.

## **III. Planning and Goal Setting**

Academic Services will continue to evolve our goal setting by better integrating assessment and accreditation processes. Departments will incorporate the actions recommended during the assessment into department goal setting/planning. These recommendations are found in the assessment of the student learning outcomes in the major and in general education as well as external accreditation reports. Academic Services will review SUNY MOU/Mission Review and Middle States Reports and establish a planning calendar with goals at department/divisional level as appropriate.

## **IV. Curriculum**

Academic Services will continue to research and implement curricula to serve our community. We will annually produce a calendar of curriculum objectives to incorporate new initiatives to prepare for set-aside funding.

# ACADEMIC SERVICES DIRECTIONS AND GOALS

## **1 – PROMOTING EXCELLENCE IN TEACHING AND LEARNING**

- 1.1 Ensure that the priorities of teaching and learning are paramount in departments, courses and programs.
- 1.2 Adapt the design and delivery of courses, programs and services to address changing educational and training needs.
- 1.3 Create a culture of assessment that celebrates improvement while addressing accountability.
- 1.4 Foster an environment of academic honesty and integrity while infusing an atmosphere of respect and responsibility throughout the College community.
- 1.5 Implement policies and processes for ensuring student success in our expanding distance learning programs.
- 1.6 Integrate global perspectives into academic and co-curricular programs.

## **2 – ENRICHING AND BROADENING THE STUDENT EXPERIENCE**

- 2.1 Foster an atmosphere that encourages and promotes citizenship, civility and civic engagement.
- 2.2 Empower students to take responsibility for their educational success and engagement in the life of the College and the community.
- 2.3 Maximize student learning opportunities through partnerships and collaborations.
- 2.4 Prepare students to engage in a global economy and culturally diverse world.
- 2.5 Expand learning opportunities beyond the classroom.

## **3 – RESPONDING TO ENROLLMENT, COMMUNITY AND WORKFORCE NEEDS**

- 3.1 Enhance the College's visibility, positive image and brand through marketing, public relations and other strategies.
- 3.2 Increase market share of currently served populations and identify new student cohorts.
- 3.3 Maintain and develop new partnerships with high schools, colleges and community organizations in an effort to increase enrollment.
- 3.4 Pursue and expand partnership opportunities with business and community organizations in response to changing workforce and community needs.
- 3.5 Position the College among business and community leaders as a key component in the economic future of this community.
- 3.6 Track and assess College-wide retention initiatives and implement retention strategies while maintaining academic excellence.

# ACADEMIC SERVICES DIRECTIONS AND GOALS

## **4 – BUILDING UPON HUMAN CAPITAL**

- 4.1 Assess and strengthen recruitment initiatives.
- 4.2 Implement strategies to ensure diversity and inclusion.
- 4.3 Identify and train individuals in preparation for future leadership positions at the College.
- 4.4 Orient new employees and integrate them into the culture and life of the College.
- 4.5 Implement processes for ensuring an appropriate alignment of workload and job responsibilities.
- 4.6 Encourage and support professional and personal growth through development activities and training.

## **5 – ENHANCING OUR PHYSICAL ENVIRONMENT**

- 5.1 Design, enhance and maintain high-quality, multifunctional facilities.
- 5.2 Promote and implement energy conservation and viable sustainability initiatives.
- 5.3 Capitalize on the development of an educational hub of the City.

## **6 – RESPONDING TO FISCAL CHALLENGES**

- 6.1 Garner financial support from individuals, corporations and private foundations.
- 6.2 Implement a College-wide resource management program that maximizes the use of the College's resources.
- 6.3 Identify cost-saving strategies that recognize pressing fiscal realities.
- 6.4 Increase county, state and federal support.

## **7 – ENHANCING THE LEARNING ENVIRONMENT THROUGH TECHNOLOGY**

- 7.1 Encourage and support new discipline- and department-specific technology initiatives and training.
- 7.2 Capitalize upon technology to increase access to College programs, academic support and student services.
- 7.3 Provide support for expanded distance learning initiatives.
- 7.4 Continue to maintain and upgrade the technology infrastructure in support of student learning, teaching and support services.
- 7.5 Implement strategies to maximize the effective and efficient use of technology.
- 7.6 Develop comprehensive and financially responsible strategies to maximize technology.

# 1 PROMOTING EXCELLENCE IN TEACHING AND LEARNING



The **Academic Support Services** divisional learning centers served a total of 4,174 technical, career, transfer and non-matriculated students. Students received these tutoring services to support and ensure successful completion of their academic, vocational and career training courses and programs. Academic Support Services works to strengthen academic and technical skills, improve grade-point averages, student retention and graduation rates. The **Writing Center** hosted a number of workshops for students including: Active Reading to Improve Your Writing, Budgeting and Student Loans, Note-Taking Strategies, and the creative and challenging Proof the Goof contest that invites faculty, staff and students to submit corrections to a variety of grammatical brain teasers.



The **Anthropology/History/Political/Science/Sociology** Department has developed a new degree program entitled Diversity and Community Studies. It is the first degree program offered by this Department, and was launched in the Fall 2010 semester. This is an interdisciplinary program that offers students a choice of five study tracks: African American Studies, Cultural Studies, Gender and Sexuality Studies, Global Studies, and Urban Studies.

The **Biology** Department's Biotechnology Program hosted an external review committee in March 2010. The committee, including members of RIT's Biology Department, FLCC's Science and Technology Department and local business leaders,

had the chance to tour MCC's facilities, observe a class, talk with students and discuss the Biotechnology Program's curriculum and design with members of the teaching faculty. The group's feedback was very positive and will inform future improvements to our program.



The **Business Administration/Economics** Department continues to strive to improve the teaching/learning process and program design. Under the excellent leadership of their Program Assessment Liaison, the Department successfully completed the administration of assessment instruments in their core program courses during the Fall 2009 semester. The core curriculum of MAR 101 (Principles of Marketing) has been significantly revised. There were two prerequisites added, BUS 104 (Introduction to Business) and MTH 104 (Intermediate Algebra), and the course was renumbered to a 200-level course in order to better align with transfer institutions. Additionally, the Department has been working with the SUNY Associate Provost on developing an agreement between all

two- and four-year SUNY campuses that offer business programs to provide a seamless, guaranteed transfer of three to five business courses. This initiative is similar to the SUNY initiative for the seamless, guaranteed transfer of certain General Education courses. The Department received praise at the AS Advisory Board meeting in early April 2010 for their curriculum efforts and several suggestions for improving the program, all of which are currently under review. The Department's student advising workshops continue to be popular. Updated versions of the workshops entitled, Looking at Business, Where the Jobs Are, and How to Choose Your Four-Year Degree Program, are receiving rave reviews.



The **Chemistry and Geosciences** Department created a new course, GEO 116 (Special Topics in Geosciences). This variable credit course will be offered for the first time in Spring 2011, with a two-credit section focusing on Volcanology. Additionally, in Fall 2009, two new courses were successfully offered: GEG

181 (Introduction to GIS), and GEG 280 (Geography of Genocide). It is expected that these will become routine offerings in the future. GEG 280 is part of MCC's Holocaust Studies program, and GEG 181 is a new field of study.

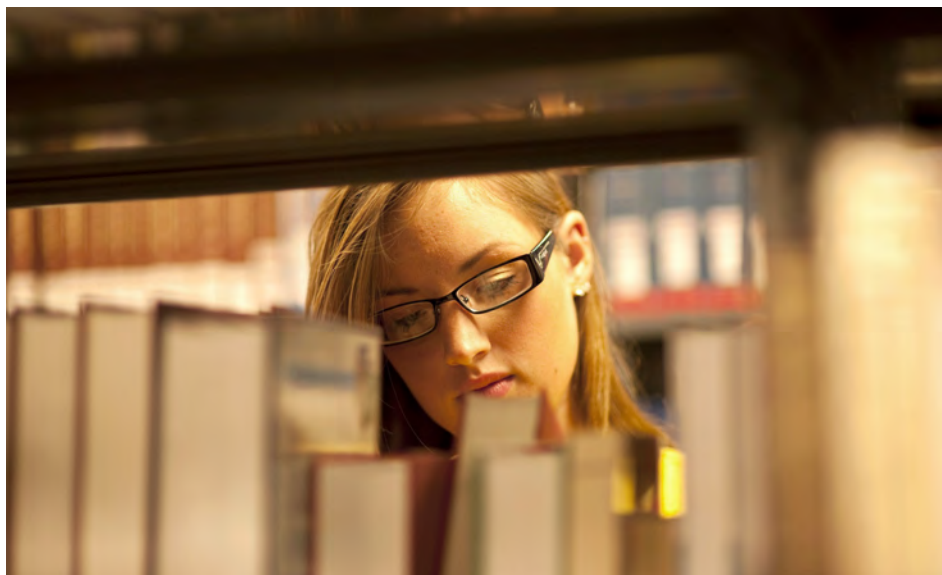
The **College-wide Reading Committee** reconvened with several new members in November 2009 to review and evaluate the importance of reading throughout the curriculum. The committee recommended strategies to improve reading skills of our students. The committee will solicit feedback from other groups on campus regarding these initiatives in the Fall 2010.

The **Distance Learning Assessment Initiative** is one of the largest assessment projects conducted at MCC since the last Middle States report was submitted. A ten-member committee of faculty and administrators has undertaken the task of formulating a protocol for the assessment of distance education. In addition, this project required that the committee engage in a full assessment of the delivery of distance education, including the online learning environment, resources devoted to the delivery and support of online learning, and a broad assessment of all courses taught online as of Spring 2010. This committee integrated the efforts of two divisions, Academic Services and ETS, and their work resulted in some never-before-

tried assessment strategies at MCC. The DLAI work is on-target and likely will be finished by the scheduled completion date of February 2011, in time to be included as part of MCC's Middle States Periodic Review Report. As a result of this initiative, MCC faculty and administrators engaged in some innovative assessment methods that will serve the broader assessment program well.

The **Dual Credit Handbook** was revised for 2009-2010. In addition, the deans reviewed and documented all aspects of our Dual Credit program, including faculty site visits, curriculum development and alignment, academic policies, assessment, and evaluation, as well as student qualifications. A new schedule and timeline were also developed with an emphasis on updated Dual Credit policies and practices to meet the new 2011 National Alliance of Concurrent Enrollment Partnerships (NACEP) standards.

The **Education** Department created a fieldwork manual for use in EDU 208 (Guided Observation in Education). This capstone course lets students observe the role of an experienced teacher first-hand through a 60-hour field placement. Students also completed 40 hours of observation and 20 hours of service learning. The fieldwork manual is designed to help students find success in their field placements by explaining course requirements and the placement process, establishing policies and procedures, and clarifying expectations for students and participating teachers. The manual will be implemented in the Fall 2010 semester.





All members of the **Engineering Technologies** Department have successfully gathered assessment data from over 20 different classroom activities. This College-wide assessment process has been successfully tied to the Electrical Engineering Technology (ELT) TAC-ABET accreditation process. This preparation will help the Department to be more effective in gathering assessment data for future TAC-ABET accreditation visits.

In Fall 2009, the **ESOL/Foreign Languages** Department organized a presentation for all French instructors. Many ideas were shared, along with demonstrations on the teaching of grammar and culture. In April 2010 the Department hosted a workshop for the instructors, including high-school Dual Credit teachers. This workshop addressed best practices for making technology an integral part of foreign language curricula. To enhance SPA102 (Elementary Spanish II) coursework, the Department developed a series of videos and PowerPoint presentations on cultural topics like family, religious traditions, food and festivities, etc. These videos were created with the assistance of several Hispanic instructors who agreed to be interviewed. The multimedia presentations include sound and images, and are available for student use on the school network server.

The **Global Education Project** (GEP) is a cross-disciplinary committee of MCC faculty and staff who seek to inspire and educate the college's constituencies and the broader community about global issues. Members are advocates for global education and passionate about its place in the community college. GEP broadly defines global education as the infusion of global issues and intercultural knowledge across the College and within the curriculum. This includes both the purposeful exposure of MCC faculty and students to perspectives and cultural expertise of the wider community, and opportunities for students to learn and study within an international

environment. In May 2010, the GEP delivered its Plan for Global Education to President Kress.



The **Health Professions** Department operates in an ongoing mode of assessment. Each program within the Health Professions Department undertakes assessment activities associated with its respective accrediting organization and submits program review, self studies and annual reports. The Health Information Technology (HIT) Program completed their Annual Program Assessment Report (APAR) process as a requirement of the Commission on Accreditation for Health Informatics and Information Management Education. HIT earned Continuing Accreditation Status issued by the Commission. The Radiologic Technology Program faculty is currently in the process of preparing their Interim Accreditation Report, which is due to be submitted in October 2010 to the Joint Review Committee on Education in Radiologic Technology.

The role of the **Honors** Advisory Panel has been clarified and strengthened. The Panel will consist of the Honors Coordinator, plus eight faculty members with experience teaching in the Honors Institute. The panel will serve as the general decision-making body for the Honors Institute, whose primary responsibility is evaluating proposals for new Honors courses. Members will serve for a two-year period with one-half of the panel changing every year.

A comprehensive report on the future vision of Honors at MCC was presented to President Kress in August 2010.

The new model for the Damon Honors Community appears to be a success. A single interdisciplinary honors seminar, IDC 295 (The City), provides a unique learning opportunity for Damon students. The course integrates the history of the rise of urban environments, sociological and educational issues of wealth distribution and race, the role of cities as incubators of the arts, and literature with an urban theme. The interdisciplinary faculty team teaching the course have energized the Damon community. IDC 195 (The City) was the first Honors course to be fully enrolled for Fall 2010, and will be the first Honors course at the Damon Campus in over three years.

The **Hospitality** Department has been actively engaged in strategic planning this year. As a result, there have been a number of course revisions and new courses developed, including a curriculum proposal for a new



advanced cooking class in International Cuisine and a new travel course, TVL 180 (Special Interest and Group Travel Planning). Course offerings have been expanded, including adding a section of International Cuisine course to the Fall 2010 schedule, and offering two international courses: HSP 222 (Bahamas) in January 2010 and HSP 222 (Italy) in June 2010. In addition, the Department is incorporating the National Restaurant Association's ManageFirst Certifications into all appropriate food service courses.

As an outcome of their SUNY Assessment process, the **Nursing** Department implemented a number of initiatives including computer-based, standardized course evaluations for each nursing course. A new course, NUR 160 (Critical Thinking and the Nursing Process) was offered in both Fall 2009 and Spring 2010 for students who need more work in these areas. The Department received final approval for a program revision which adds a math and a humanities requirement to comply with MCC's General Education requirements. In order to gather information that could inform future departmental interventions, a student exit survey was developed and will be mailed to all students who are unsuccessful in a nursing course. In addition, nursing faculty members worked with **Institutional Research** to develop a survey that will be emailed to graduates six months after they complete the program. This survey will gather data about our graduates' levels of career preparation, where they are working, whether they are continuing their education, etc. It was used for the first time with the Spring 2010 graduates.

The **Psychology** Department developed two new courses this year: PSY 270 (Topics in Psychology: Positive Psychology) and PSY 180 (Fundamentals of APA Writing Style). The APA course has begun transition to become a permanent course and has been accepted as a required course in some programs outside of the Psychology Department.

## CURRICULUM INNOVATIONS:

### NEW COURSE TITLES

ART 102	Fine Arts: Theory and Practice
ATP 139	Applied Automotive Techniques
BIO 113	Introduction to Agriculture
BIO 148	Fundamentals of Biology and Inheritance
CIS 221	Applied Database Concepts with an Oracle Database
CLT 100	Introduction to Medical Laboratory Technology
CLT 110	Specimen Procurement and Processing
CLT 130	Body Fluids and Urinalysis
CLT 140	Immunology
CLT 145	Serological Techniques
CLT 150	Histology Techniques
CLT 203	Diagnostic Microbiology
CLT 210	Clinical Chemistry
CLT 220	Immunohematology
CLT 230	Hematology and Coagulation
CLT 251	Clinical Affiliate Clinical Rotation I – Body Fluids/Urinalysis and Immunology/Serology
CLT 253	Clinical Affiliate Clinical Rotation II – Microbiology and Blood Bank
CLT 255	Clinical Affiliate Clinical Rotation III – Clinical Chemistry and Clinical Hematology
CLT 260	Medical Laboratory Technology
CPT 114	Problem Solving and Robotics
CPT 217	LAN Switching
CPT 218	WAN Systems
GEO 116	Special Topics in Geosciences
GLF 140	Introduction to Golf Science
HUM 210	Disability Across the Lifespan – Strategies for the Human Services Worker
HUM 220	Working with Clients Post-Incarceration
HVA 275	Modern Welding Techniques
PPE 211	Selected Certifications in Youth Sport
PSY 130	Foundations of Animal Assisted Therapy
TEK 206	Special Topics in Engineering Technology

### SPECIAL STUDIES COURSE TITLES

ATP 180	Alternative Fuels
CHE 185	Organic Chemistry Topics for Nutrition Majors
ENG 283	Reading Graphic Literature
FSA 286	International Cuisine: Advanced Food Prep
HIS 288	The Soldier, U.S. Society, and War: A Historical Perspective
HVA 181	Transition to HVAC/R Technology
PSY 180	Fundamentals of APA Style

### NEW PROGRAMS

Computer Aided Design and Drafting Certificate  
Diversity and Community Studies A.S.  
Mathematics A.S.  
Paramedic Certificate

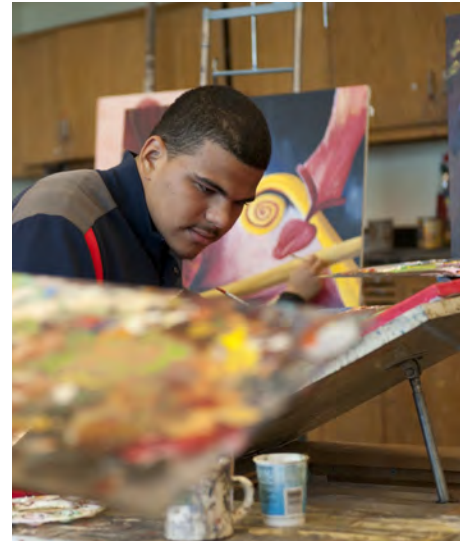


The **Public Safety Training Facility** offered a law enforcement in-service program in Fall 2009 and Spring 2010. The program consisted of 257 course offerings, enrolling over 4,400 students. An emphasis was on ensuring flexibility in delivery to meet the ever-changing needs of the law-enforcement community. The Public Safety Training Facility continues to hold the needs of their students as the number one priority and as such has received very positive feedback on this program.

Over 1800 students participated in **Service-Learning** course offerings during 2009-2010, and 10 additional faculty began embedding service-learning into their courses. All service-learning faculty completed a one-hour training session on service-learning pedagogy, policies and procedures. New faculty were contacted at least twice each semester by service-learning staff to discuss project progress.

The **Visual and Performing Arts** (VAPA) Department was engaged in a number of large scale assessment activities in the 2009-2010 year, including SUNY Assessments of the Visual Communication Television/ Photography program (VC02) and Communication Media Arts Program (CM01). In addition, they completed the SUNY General Education assessment process for the knowledge and skill areas in the Arts and Humanities. The Department also participated in the SUNY Student Mobility Project for Communication and Fine Art. The project seeks to assess coursework

across campuses in order to facilitate student transfer among SUNY colleges.



In October 2009, MCC hosted a group of Islamic Scholars from Saudi Arabia. The group, which came to the U.S. to learn more about our education system, represented Um Alqura University, Taibah University, Islamic University of Madinah, King Khaled University and Imam Mohammed bin Saud University. In addition to MCC, they visited the University of Rochester's Warner School of Education, Simon School of Business, RIT, Nazareth College, and the Pittsford School District. After meeting with leaders from **Academic Services**, Student Services, and members of MCC's Student Government, our guests reported that they were thoroughly impressed with MCC and commented that "it was a perfect ending to their visit in Rochester."



## 2 ENRICHING AND BROADENING THE STUDENT EXPERIENCE



The **Academic Support Services Writing Center** celebrated the diversity of authors and promoted literary expression through many activities this year. The Center hosted two discussions for visiting authors, Lois Lowry and Ann Patchett. In addition, the literary work of three winning student writers was featured during the Alan B. Shaw Essay and Awards Ceremony. The Writing Center had 14 monthly book displays at both the Brighton and Damon campuses celebrating the literary work of numerous African-American, Native-American and Latino authors, as well as the work of Mitch Albom and Pulitzer Prize-winning scientist Dr. Jared Diamond. The Center also sponsored a special presentation featuring the work of Nobel Prize winner Harold Pinter.

In collaboration with the **Agriculture Life Sciences Institute (ALSI)**, the Career Center has made available a Career Advising Guide for students interested in careers in agriculture. The guide outlines career opportunities, degrees and general coursework requirements, and links to colleges offering four-year agricultural degrees.

In October 2009, ALSI and the **Hospitality** Department collaborated in hosting Wagner Farms for a cider making demonstration. Students, faculty and staff got a firsthand glimpse of how cider is made and enjoyed the fruits of their labor right on the spot!

In April 2010, more than 350 people from the Rochester area attended **Along the Silk Road**, an educational and entertainment program showcasing examples of art and culture of nations linked to the Silk Road. Before the evening program began in the MCC Theatre, attendees enjoyed exhibits of textiles, musical instruments, literature and artwork by local residents celebrating their culture. Music performances

were given by local students and by Khorshid Khanoom dance troupe from Montreal, Canada. Dances reflected the cultures of Tibet, Azerbaijan, Turkmenistan, Mongolia, India, Constantinople, Kazakhstan and more. Performers, most in ethnic costumes, played instruments with names like Dombur (string), Darbuka and Jimbey (drums). The event was sponsored by MCC's Diversity Council in collaboration with MCC's Global Education Project, Center for Service-Learning, Chinese Cultural Club, Music Department, and Student Music Association; Rochester Institute of Technology's Kazakh Students Association; Turkish Society of Rochester; School Without Walls in Rochester; and members of Rochester's Iranian-American, Afghan-American, and Pakistani-American communities.

The **Anthropology/History/Political Science/Sociology** Department, Office of the **Dean of Liberal Arts** and Office of the **Dean of Academic Services, DCC** hosted Violence Prevention Training at the Damon City Campus in May 2010. About 30 MCC students, faculty and staff and Rochester community members participated in the three-day training. The free training explored the teachings of Jackson Katz, an author and filmmaker, and one of the leading educators in gender violence issues. Katz is co-founder of the Mentors in Violence Prevention (MVP) program at Northeastern University

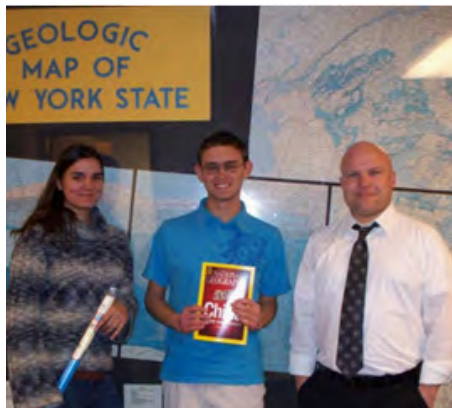


in Boston and founder/director of MVP Strategies, an organization that provides gender violence prevention training to U.S. educational institutions, law enforcement agencies, military,

professional sports teams, community groups and businesses. MCC is one of only two colleges in the world to pilot this training into academic coursework. Trainees received eight hours of training each day and became certified upon completion. Participants gained awareness about gender violence by examining their own experiences and tolerances, and engaged in dialogue about creating a safe environment and exploring cultural solutions.

This year a Car Club was established at the **Applied Technologies Center** (ATC). The group hosts open labs on Saturdays for students who want to work on their vehicles. Students who bring their cars to ATC must pass an online safety test. Automotive instructors volunteer their time on Saturday and Car Club members are also present to assist students. This innovative opportunity provides both a service to our general student body as well as valuable experience to others interested in a career in the automotive industry.

This year, the **Chemistry and Geosciences** Department celebrated the 4th annual Geography Awareness Week with an online quiz that challenged participants in geographic techniques such as remote sensing, geographical information system (GIS) and cartography. Over 70 people took the quiz. Three staff/faculty and three students received a prize in their respective category. Geography Awareness Week winners pose with their faculty member and their prizes in the photo below.



Two organic chemistry students — Charles Fennie and Peter Thayer — conducted cutting-edge research in the summer of 2010 at the University of Rochester under the supervision of professors from MCC and UR. Funding for this endeavor came from a three-year, \$430,000 National Science Foundation (NSF) grant titled Nitrene Transfer Reactions with Iron Complexes. The research is a collaboration between professors at UR and MCC. The students will have an opportunity to present their research at the regional meeting of the American Chemical Society.

In April 2010, **Collegiate Science and Technology Entry** Program (CSTEP) student Shawn Gist presented his research project at a poster session at the 18th Annual CSTEP Statewide Conference held in Bolton Landing, N.Y. The title of his project was Roadside Deposition of Nitrogen Compounds within the Binghamton, N.Y., Urban Area: Quantifying and Assessing Spatial Variation at Through-fall and Bulk Deposition Sites. Shawn's career goal is to become an environmental scientist. He completed a research experience over the summer with the United States Department of Agriculture's plum pox project in Wayne County.

Students at the **Damon City Campus** enjoyed an hour mingling with faculty in January 2010. The Department Socials program provides students and faculty in each academic department a chance to get acquainted during the first week of school. Students were also able to stop by the Student Events and Governance Association (SEGA) office

to learn about getting involved on campus. The program was sponsored by DCC Department Chairpersons, Executive Leadership Team, Campus Life Engagement Committee, and SEGA.



Students and faculty members from the **Dental Hygiene** program participated in the Dental Hygienists Association of the State of New York's annual Healthy Smiles Walk in September 2009 at St. John Fisher College. On the rain-soaked day, 58 of the 96 walkers were college students. Proceeds raised from the walk went to the Empire Project for Oral Health and the Pluta Cancer Center. Last year's walk assisted Pluta patients with gasoline cards to get them to their radiation treatment appointments, grocery and dental bills, and additional equipment and supplies.

The **Education** Department has developed **Service Learning** opportunities in all of its courses. These projects provide students with practical opportunities to experience the different facets of the role of the teacher. Students in EDU 100 (Introduction to the Teaching Profession) engage in curriculum development activities by creating

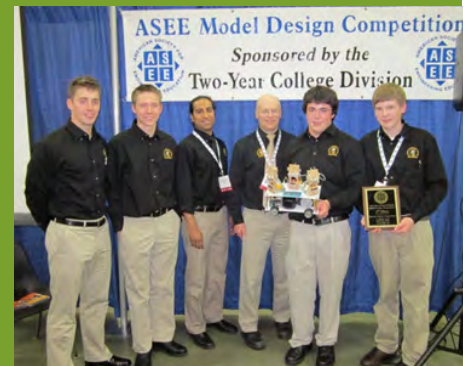


activity kits for area childcare centers. Students in EDU 200 (Foundations of Education) have the opportunity to provide tutoring to Rochester City School District students at a variety of partner sites in the city. Students in EDU 208 (Guided Observation in Education) work in school classrooms throughout the county to provide assistance and enrichment that would otherwise not be available. In EDU 150 (Professional Presentations Skills for Educators), students teamed up with second graders at School 58 to write and illustrate children's books based on the history and ecosystem of the Genesee River. This year's project with School 58 concluded with dramatic performances of the books by the elementary students and their MCC partners. Additional copies of the books were created and donated to area child-care centers in honor of the inauguration of President Kress.

The **Engineering and Physics** Department's competitive racing teams were successful again this year in earning regional and national recognition for their outstanding work. In April 2010, the MCC Mini Baja team had a strong showing at the Society of Automotive Engineers' Regional Competition in Greenville, South Carolina. The team improved on its summer showing by placing 59th overall and a fantastic 22nd in the four-hour endurance race, besting such institutions as the University of Rochester, RIT, SUNY Buffalo, West Point, Clarkson, and SUNY Binghamton. After a strong showing in South Carolina, the MCC Baja team was primed for the summer competition hosted by RIT at Hogsback Hill in Palmyra in June 2010. In addition to the standard rigors of a

Baja race, the cars in this event had to float, drive and be maneuverable in water. After the first day of competition, the team stood 54th behind Cornell, RIT, UR, and Clarkson, but ahead of Alfred, Syracuse University and Buffalo State University. They hoped to perform well in the endurance race, and the car ran flawlessly in South Carolina, but a series of mechanical difficulties prevented them from racing. They finished 58th overall. The team is back at the drawing boards to improve their design.

The MCC Engineering design team triumphed at the 2010 SUNY TYESA Engineering Design Competition held at the Borough of Manhattan Community College in May 2010, winning first, second and third place. Eighteen teams from five New York State community colleges participated. The teams were led by faculty members in Engineering Science and Physics, Applied Technologies, and Office and Computer Programs.



Students from the MCC Engineering Science program won first and third places at the American Society for Engineering Education (ASEE) Design Competition in Louisville, Kentucky in June 2001. This is the second consecutive year, and the fourth in the past six years, in which MCC was named the ASEE National Champions.



The **Health Professions** Department organized a Be The Match bone marrow registry drive in November 2009 at both the Brighton and Damon Campuses. The goal was to add to the number of people currently registered with the Be The Match Registry, formerly known as the National Marrow Donor Program Registry. The drive resulted in 286 new registrants, 30 of which were from diverse backgrounds. It also raised \$1,200 for the cause. This successful event helped to educate the entire College community about the need for a diverse donor pool.

A sequence of **Honors** courses was developed for prospective science, mathematics and engineering students. CHE 151 (General College Chemistry I), ENR 161 (Engineering Computing I), MTH 210 (Calculus I) and PHY 161 (University Physics I) will be regular offerings in the Honors Institute. These courses greatly expand the scope of the Institute, allowing science, mathematics and engineering students full participation in the Institute. The expansion of Honors into the sciences is a necessary step toward the Honors Institute growing into a true College-wide program.

In April 2010, the **Law and Criminal Justice** Department invited the Chief Briefs Librarian from the U.S. Supreme Court to meet with students and discuss the operations of the Court. Over 200 students and faculty participated in a very worthwhile discussion. The Department is planning another session during the 2010-11 year.

Students from **Microbiology** presented their 2nd annual Pestilence Fair in May 2010. Students prepared a number of creative exhibits to communicate information about a variety of infectious diseases. In this year plagued with warnings and precautions related to the H1N1 Flu, the Fair was especially well attended by the College community.

The **Nursing** Department, working closely with Health Services, held three influenza immunization clinics in Fall 2009, one for seasonal flu and two for the H1N1 immunization. Clinics initially open to all nursing students and faculty were expanded to include students in Radiologic Technology, Dental Hygiene and Health Information Management. Nursing faculty supervised as their students administered the immunizations. A total of 480 immunizations (injections and nasal spray) were administered over the course of the three days.



The **Holocaust, Genocide and Human Rights Project** was honored to bring author and international activist Somaly Mam to both Brighton and Damon City campuses in April 2010 as the keynote speaker for the 4th annual Voices of Vigilance program. The Voices of Vigilance program, formerly the Rwanda Remembrance program, educates the college community about genocides and human rights issues throughout the world. Somaly Mam is the author of *The Road of Lost Innocence: The True Story of a Cambodian Heroine*. Mam's presentations were co-sponsored by the Division of Liberal Arts, the English/Philosophy Department, the Anthropology/History/Political Sciences/Sociology Department, the Psychology Department, the DCC Scholars, the Honors Institute, and SEGA.

The **Hospitality** Department's Reflections Restaurant, an interactive student-run learning laboratory and fully functioning eatery, offered a variety of creative theme days to attract customers. This year's themes included Baseball, Football, Go Green!, Golf, Halloween, Thanksgiving, Hollywood, and the 70s, to name a few! Students had to develop and present on the effectiveness of each promotional theme event for HSP 102 (Hospitality Service).



The **Office and Computer Programs** Department was pleased to have three students selected for a summer internship through the Explore Rochester IT Program. This unique experience provides interns with a firsthand understanding of the business and the IT field, which might be impossible to gain under other circumstances. Students spent three weeks at each of three different corporations. Explore Rochester IT was created in 2003 by the ten major employers in Rochester to promote the area as a great place to live, work and build a career in information technology.

In April 2010, MCC hosted its second **Scholars' Day**, highlighting the academic excellence of MCC students, faculty and staff. The keynote speaker was Pulitzer Prize-winning author and UCLA professor Dr. Jared Diamond, author of the *New York Times* bestsellers *Collapse: How Societies Choose to Fail or Succeed* and *Guns, Germs, and Steel*. Additional presentations included The Geography of Cobblestones in New York State; Religious Diversity and Practice from Around the World: An Anthropological Exploration of Selected Cultural Facets of the Human Religious Experience; Women in Myth and Media: Understanding the Construction of Femininity in Literature and Popular Culture; The Contemporary African American Experience: Exploring the Past to Understand the Present; and Recent Developments in Assassination Research: Critical Thinking and the Problems of the Warren Commission.

Academic Support Services and the **Visual and Performing Arts** (VAPA) Departments collaborated on a session entitled Piano & Poetry. Faculty, staff and students submitted poetry for reading while a faculty member from VAPA provided an impromptu musical selection to accompany the reading. The grand piano used was from Steinway & Sons and was donated to the MCC Foundation by alumni Tim and Robin Wentworth (both Class of 1980).

**Visual and Performing Arts** student Malorie DePerna won first place in the Big Ed 2009 College/University Photo Competition for the entire Northeastern U.S., beating out students from Parson School of Design and Rhode Island School of Design.

In November 2009, **Writing Across the Curriculum** (WAC) hosted a student workshop titled In Your Own Words: The Art of Paraphrasing. Paraphrasing—the art of expressing ideas and concepts in one's own words—is an important skill to master for success in any academic discipline. Over 120 students participated. Strategies for reading comprehension and tools for paraphrasing were offered. WAC student workshops and Writing Intensive (WR) courses promote writing as an effective way of teaching and learning in any discipline. WR courses provide students with an opportunity to engage and apply course content through writing assignments and increase awareness of writing as an expression of thinking.

A number of thought-provoking film series were offered during the 2009-2010 academic year by a variety of departments. **The Holocaust, Genocide, and Human Rights Project** presented *The Reader*, *The Road of Lost Innocence: The True Story of a Cambodian Heroine* and *Holly*. **The Honors Film Festival** sponsored *Lost Horizon*, *Indoctrinate U*, *The Company of Wolves* and *Iron-Jawed Angels*. **The Sociology Film Series** brought *Hip-Hop Beyond Beats & Rhymes*, *Precious*, *Food Inc.*, *Delirious*, and *The U.S. vs. John Lennon* to campus, and **The History Film Series** brought us *Gallipoli* and *Paths of Glory*. The **ESOL and Foreign Languages Department Film Series** presented *Caribe*, *Facing Windows*, *Monsieur Ibrahim*, *The King of Masks*, *Bonjour Monsieur Shlomi*, *Discovering: Shuktara*, *The Syrian Bride*, *Universal Signs*, and *Pretendiendo*.



### 3 RESPONDING TO ENROLLMENT, COMMUNITY AND WORKFORCE NEEDS



MCC graduates continue to be an essential part of our community's workforce. Students who complete career programs, or go on to earn bachelor's degrees, find rewarding opportunities in high tech, health care, business, hospitality, education, law enforcement, and more.

During 2009 and 2010, the **Dean of Academic Services** at the Damon City Campus worked closely with the Rochester City School District (RCSD) on four initiatives: the Rochester Early College High School (RECHS), the Gateway to College program, the Hillside Scholars Program, and the East High/MCC Collaboration with Damon Executive Leadership Team. The newest of these, the **Rochester Early College High School (RECHS)**, is an innovative partnership with the Rochester City School District and St. John Fisher College where City high school students can earn college credits while completing their high school education, then continue their studies toward an associate's or bachelor's degree. This initiative further strengthens the education pipeline between the College and the Rochester City School District. Not only will the program increase access to higher education, we also hope that it will increase high school graduation and college completion rates, especially among students who are historically underrepresented in the college population. RECHS opened in September 2010 and serves Rochester City students in grades 9-12. These students will earn college credits from MCC and/or St. John Fisher as well as a Regents diploma upon graduation. To help ensure college readiness, they will receive additional academic and student services support from both colleges. These support services will include tutoring, mentoring, counseling, career development, financial aid and scholarship opportunities. After completing high school, graduates will have an opportunity to pursue an associate degree or certificate at MCC and transfer to St. John Fisher through one of our 2+2 dual admission programs. The RECHS is one of eight Early College High Schools in New York State.

In response to a slight decline in the high school market share for Fall 2009, and to mitigate the impact of a more competitive recruitment environment, the **Admissions Office** developed a choice of two receptions dates for accepted 2+2 Dual Admission and Honors students and their parents. The receptions, held in April 2010, were designed to highlight next steps in the enrollment process, and included presentations from the Career Center, Financial Aid, the Honors Institute, the Admissions Office, and the Campus Center. Over 400 2+2 students, and their families, attended.

Hundreds of adult job seekers turned out for the Greater Rochester Regional Career Conference: One Region, One Goal: Your Success! held on the Brighton Campus in May 2010. The event was sponsored by the **Admissions Office** in collaboration with RochesterWorks!, Finger Lakes Works, and GLOW Works. The event brought together job seekers, businesses with hiring needs, educational institutions, and community agencies. A Business Panel discussion, and workshops such as Introduction to Facebook and LinkedIn, How to Sell Yourself, and Design a Portfolio were highlights of the event. Simultaneous events were held at Finger Lakes Community College and Genesee Community College.

The **Agriculture and Life Sciences Institute (ALSI)** website now features a new and expanded Farm Security section with information to help farmers minimize trespassing, boost agri-security, manage employees, and understand what to do in the case of a radioactive emergency. In March 2010, ALSI participated in a joint partnership with the FBI to provide an annual agri-terrorism conference and presentation on domestic terrorism and food safety concerns to Greater Rochester area farms, farm-related businesses, and food inspectors.

The Village of Scottsville Farmers' Market at the American Legion celebrated its grand opening in June, 2010. The Director of the Agriculture and Life Sciences Institute and an MCC student, Erik Olsson (pictured on page 16), assisted with the planning, logistics, and implementation of the market.

Rochester **AmeriCorps** program received the Governor's Recognition of Service Excellence (ROSE) Award. The ROSE Award is presented to individuals and public, private, or government entities that display leadership and ingenuity to advance volunteering and service initiatives in New York State. First Lady Michele Paige Paterson recognized the Rochester AmeriCorps program with this distinguished honor at the National Conference on Volunteering and Service in NYC at the Heart of Service Awards Luncheon in June 2010. Since 1994, more than 1,000 participants have worked with more than 25,000 volunteers to help address pressing issues in the Rochester area, particularly those issues involving the well-being of children and youth.



Rochester AmeriCorps has initiated or strengthened a variety of partnerships this year, including those with the Rochester/Monroe County Youth Bureau, Nazareth College, and the Rochester Youth Year VISTA program. It has continued to cultivate relationships with organizations that are potential AmeriCorps host sites, with 12 new organizations submitting applications in response to this year's Request for Proposals process. Additional partnerships have afforded opportunities to engage

AmeriCorps members in service projects with Volunteers of America, Cameron Community Ministries, Project Homeless Connect, and the Rochester City School District. The program enhances members' service experience by ensuring that, in addition to their service activities, there are ample opportunities for reflection, training, and other forms of member development.

Aspiring entrepreneurs and current business owners were invited to explore programs and services to help grow their businesses at the Pathways to Entrepreneurial Success 2009, a community resource forum hosted by the **Business Administration and Economics** Department in November 2009. President Kress opened the forum and Dixon Schwabl CEO Lauren Dixon served as mistress of ceremonies. The forum sessions covered the journeys and challenges faced by entrepreneurs as well as key community resources offered by government agencies, business development organizations, and local colleges. Presenters included representatives of the United States Small Business Administration, Monroe County, the City of Rochester, and Greater Rochester Enterprise. Serial entrepreneur, Richard Kaplan, former president and CEO of Pictometry International Corporation, was the keynote speaker.

In May 2010, 14 students and faculty from the **Chemistry and Geosciences** Department visited third graders at RSCD School #6. As part of an outreach program sponsored by the Chemistry Club under the direction of MCC professors, participants and students explored acid-base chemistry concepts through hands-on activities. Since the program began six years ago, over 50 MCC students and faculty have enjoyed sharing their love of science with the students in Ms. Meg Ives' third grade classroom.

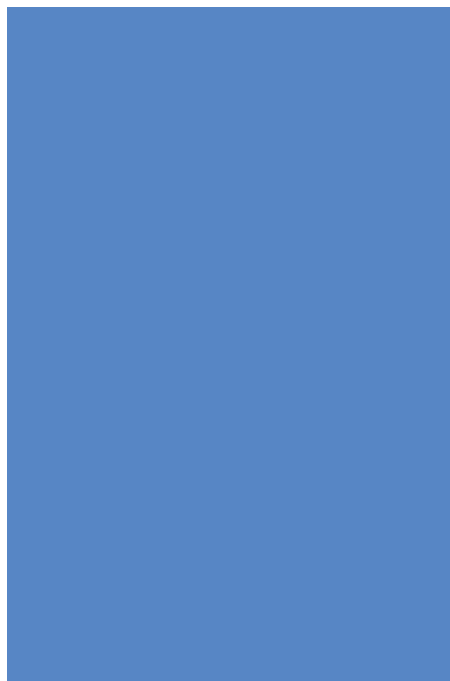
The **Dual Credit** Program will have two new partner districts in the Fall of 2010: Wayne Central and Midlakes High

School (Phelps-Clifton Springs). Both will offer selected technology courses.

The **Education** Department and "Today's Students, Tomorrow's Teachers" (TSTT) co-sponsored a Technology Conference at the MCC Brighton Campus for 70 high school students



and their faculty advisors in November 2009. The conference was attended by students from area school districts, including RCSD, Victor, East Irondequoit, West Irondequoit, Brighton, Wheatland-Chili, Sodus, Greece, Brockport, and Rush Henrietta. These future teachers attended seminars and listened to speakers who stressed that technology can be used in a variety of ways to enhance student learning. The conference was featured in an article in the Democrat and Chronicle. TSTT is a non-profit organization that recruits and mentors economically challenged and culturally diverse high school students



who aspire to become teachers. The Education Department has partnered with TSTT to provide academic advisement and career counseling to the MCC education majors who are members of TSTT.

The **Health and Physical Education** Department was instrumental in the development of the Summer Youth Sports Program. This program provides an opportunity for youth in our community to participate in a variety of sports activities including football, basketball, baseball, swimming, dance, and project adventure. The goal of this program is to help young athletes learn and develop skills, strategies and techniques that will enable them to improve their overall game and give them exposure to positive role models in a college environment.

Methods for improving the accuracy and efficiency of feedback regarding the **Honors Institute** have been implemented. Every semester, for every Honors course, students provide course evaluations and suggestions electronically through Survey Tracker. This feedback is immediately provided to instructors for course improvement. Additionally, a systematic survey of all students eligible for honors was undertaken and analyzed by students enrolled in Honors MTH 160 (Statistics). Results from this survey were used by students in Honors MAR 101 (Principles of Marketing) to develop proposals on how to make the Honors Institute more appealing to prospective students and more rewarding for continuing students. We anticipate that implementing ideas from these proposals will lead to increased enrollment, retention and graduation rates.

The **Homeland Security Management Institute (HSMI)** hosted a three-day Train the Trainer Program (TTT) in July 2010 for Community Colleges and Community Leaders. The new curriculum, developed by MCC and four other lead colleges, is entitled the Community College Citizen Preparedness Program. It was

developed under a competitive grant process spearheaded by the five lead community colleges in conjunction with Partners for Environmental Education (PETE), and approved for adoption by the Department of Homeland Security (DHS). Attendees came from community colleges throughout the Northeast and as far away as the United Tribes Technical College in Bismarck, North Dakota.

The **Homeland Security Management Institute (HSMI)** also hosted a conference on Cyber Threats in August 2010. Gordon Snow, assistant director of the FBI Cyber Division joined a panel of national experts, including a Google administrator, to discuss cyber security crimes and trends at Homeland Security Management Institute's 2010 National Conference.

Marketing Communications created new **Human Services** Department program brochures that highlight various curricular improvements including information on two new courses, HUM 210 (Disabilities Across the Lifespan) and HUM 220 (Working with Clients Post-Incarceration). Brochures will be distributed to specific agencies, organizations and businesses within the community. In addition, the Human Services Department has worked closely with Admissions to promote the two new courses, one new certificate, and curricular revisions attracting students to the Human Services field and to MCC's programs. In particular, the Alcohol and Chemical Dependency certification is attracting existing human services professionals seeking to become credentialed and meet a specific community need. Enrollment has been trending up since 2006 with a 42% increase in Addictions Counseling and 33% in Human Services AAS students for Fall 2010.

**Liberty Partnerships Program (LPP)** students and staff banded together to work with Flower City Habitat for Humanity volunteers in November 2009 to prepare the grounds of a house in the city's JOSANA

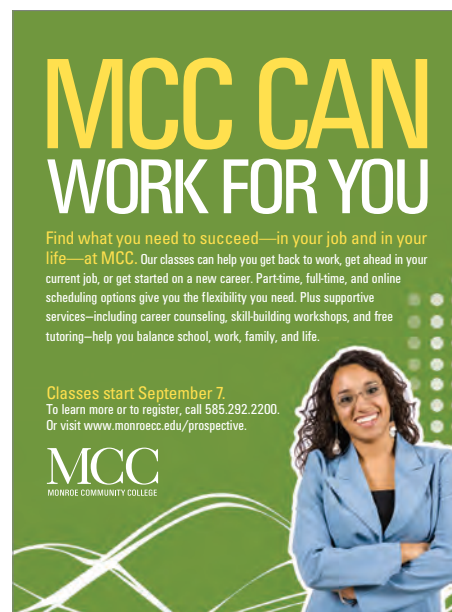
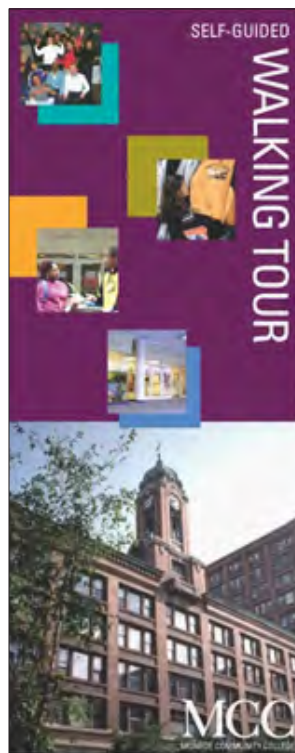


*Lena Russo, left, an 11th-grader at Churchville-Chili High School, and Adrianna Smith of Williamson High School high-five during a technology conference for future teachers at Monroe Community College.*

(Photo by Carlos Ortiz, Democrat and Chronicle)

neighborhood (Walnut Street). This hands-on experience trained the students in the essential steps of home construction. LPP, funded by the New York State Department of Education, serves at-risk Rochester City School District students in grades 7-12. The program was created to provide participants with the academic and personal support they need to graduate from high school and enter post-secondary education or the workforce as competent young adults. Community service projects are an important aspect of the program, providing opportunities for youth to give back to the community and develop workforce skills.

During the 2009-2010 year, **Marketing Communications** conducted research with Clarus Corporation and the College's ad agency, Martino Flynn. Their goal was to better understand what motivates high school and adult prospects to enter college, as well as their assumptions, expectations and experiences with MCC. The research would determine strategies and messages for 2010-2011 marketing. In addition to the external marketing recruitment program (which is summarized in the 2010 Marketing Communications Annual Report), the department developed marketing materials for Technical Education, Education, Human Services, Ag Sciences Institute, Math, Controller's Office, Parking Services, HVAC, Music, Computers, Biotechnology/Clinical Tech, Applied Engineering, Diversity and Community Studies, Native American Student Advisor, Doorways to Success, Dental Studies, and developed the new Damon City Campus Walking Tour.





**Mathematics** Department faculty department initiated contact with mathematics dual credit instructors at Brighton, Eastridge, Greece Olympia and Spencerport high schools to discuss department expectations and high school preparation. This initiative was well received and is expected to continue in the future. They also presented at the Association of Mathematics Teachers of the Rochester Area (AMTRA) conference. The group plans to make a video which features MCC students encouraging high school students to take more math. The video will be distributed to high school counselors, and will encourage more educators to get involved in this important dialogue.

The **Psychology** Department continues to send faculty to Greece Olympia High School to promote psychology studies at MCC. This is the second year that faculty have presented to the high schoolers. The department plans to add more schools for the 2010-2011 academic year.

Staff at the **Public Safety Training Facility (PSTF)** has successfully marketed training programs to a variety of Rochester-based companies. With the use of their website, they have significantly increased market share from within New York State. They have also linked their website to the New York State Department of Criminal Justice Services website, resulting in access to many new training opportunities.

**Pre-Collegiate Service Scholars** was established this year. The group is a joint venture of DCC's AmeriCorps office and three pre-collegiate programs: the Liberty Partnerships Program (LPP), the Science and Technology Entry Program (STEP) and Upward Bound!. It was created to provide opportunities for youth to gain leadership experience, learn about a variety of local service organizations and increase good will toward inner city youth. While building a sense of community among student members, the venture will allow them

to leverage their new experiences and skills as they pursue future college, scholarship and career opportunities. To this end, successful Pre-Collegiate Service Scholars could be considered for the President's Volunteer Service Award and the Congressional Award for Service. Fourteen members volunteered at Foodlink in January 2010. In February, the group served Rochester Unused Medical Supplies (RUMS, part of Intervol).

In March 2010, members of MCC's **Science & Technology Entry Program (STEP)** travelled to Albany to participate in the annual STEP statewide student conference, STEP: The Future Is Yours. Participants interacted with over 400 other STEP students from around the state as they took part in skill-building workshops, heard speakers, attended a college fair and presented two research projects in an academic competition. The first, presented by high school students Julissa Bermudez, Dayla Dyer and Danielle Ryles, examined the causes of tornados and hurricanes, and won a second place trophy in the Physical Sciences division. The second, presented by middle school students Zhanna Thompson, Frederick Griffin and John Washington, used the Wii game MarioKart to study how text messaging and eating affect your reaction time when driving.



For the second consecutive year, the Corporation for National and Community Service has honored MCC with a place on the President's Higher Education Community Service Honor Roll for exemplary service efforts and

service to America's communities. Launched in 2006, the Community Service Honor Roll is the highest federal recognition a college can achieve for its commitment to service-learning and civic engagement. MCC is one of only five community colleges in New York State to earn a place on the Community Service Honor Roll. Last year, 1,843 MCC students enrolled in **Service-Learning** courses contributed 43,371 hours to a wide variety of community projects. They helped youths learn to become savvy entrepreneurs and developed workshops on personal and cyber safety issues for afterschool programs. They provided tutoring, developed literacy kits and assisted community members in financial planning and income tax preparation.

The **Technical Education** Division partnered with Rochester Regional Photonics Cluster (RRPC) and East High to conduct a Summer Optics Sizzler for East High School students. The Sizzler was held at the Applied Technology Center in June 2010. The event introduced the students to the "wow" factor of light, optics and photonics as they also learned the underlying principles and math behind the phenomenon of light. The students were divided into four teams, each given a project to research and build, along with expectations to meet. Each team had an optics professional as a team leader to provide guidance and assistance. The students created PowerPoint presentations and presented their findings to a panel of optics professionals, who offered supportive comments on their findings and presentation skills. The setting mirrored the professional circumstance of presenting to known and unknown parties, in which information has to be transmitted effectively. Said Paul Conrow, East High technology teacher, "The Summer Optics Sizzler was possibly the best experience for high school students that I have been a part of because the work was challenging, goal-oriented, and relevant, and the students learned how much they could learn in two days time."



In November 2009, the **Technical Education** Division hosted the Advanced Manufacturers Futures Forum. The Forum was intended to introduce the Finger Lakes Advanced Manufacturers' Enterprise (FAME), to the nine-county region. FAME, active in the eastern Finger Lakes counties for two years, is an organization of advanced manufacturing employers who realize the need for workforce development in order to remain competitive. Representatives from education, government and industry heard keynote speaker Takashi Tanaka describe how Toyota created a multi-skilled technology pipeline, and the importance of having a skilled workforce that has the ability to be flexible. In addition, a panel discussed methods for strengthening this pipeline.

In February 2010, the **Technical Education** Division hosted a two-day National Optics and Photonics workshop for educators to support and promote the inclusion of optics and photonics applications in secondary and postsecondary programs. The workshop, co-sponsored by New York Photonics and the Rochester Regional Photonics Cluster (RRPC), was conducted by OP-TEC, the National Center for Optics and Photonics Education. OP-TEC is a consortium of two-year colleges, high schools, universities, national laboratories, industry partners and professional societies funded by the National Science Foundation's Advanced

Technology Education (ATE) program. OP-TEC serves secondary STEM programs and postsecondary programs devoted to lasers, optics and photonics technology, or technologies enabled by optics and photonics. The creation of a secondary to postsecondary pipeline of students is critical to the success of providing qualified technicians to meet the industry demand.

The **Technical Education** Division also hosted a two-day workshop on Recruiting and Retaining Women in Technology Programs. This fast-paced, interactive workshop was conducted in June 2010 by Ede Slovin from the Institute for Women in Trades, Technology & Science (IWITTS). It covered strategies for both high school and community college populations. Faculty and staff from area high schools, BOCES, the Rochester City School District and MCC attended.



## 4 BUILDING UPON HUMAN CAPITAL



In 2009-2010, MCC graduated over 2,800 students who went to work for over 600 companies and transferred to approximately 150 colleges and universities, increasing the **human capital** for our community and other higher education institutions in this area.

The **Academic Services** Division hosted Supporting and Retaining Adjunct Faculty, a webinar by PaperClip Communications, in March 2010. The conference covered recruitment, hiring practices, orientation, teaching preparation, integration, retention strategies, and awards and recognition for adjunct faculty. The session was well attended and generated a number of ideas to support our adjunct faculty.

Annually, the Vice President's Office and a committee of faculty host two adjunct professional development dinners and topical breakout session to support the more than 700 adjuncts now responsible for teaching 40% of our classes.

**Academic Services** was well represented in the second cohort of the MCC Leadership Academy. Faculty and staff from Admissions, Applied Technologies, English/Philosophy, ESOL/ Foreign Language, Health and Physical Education, and Public Safety Training Facility were selected to participate. The MCC Leadership Academy is a two-year program comprised of four primary components—a leadership retreat, seminars, a group project and mentoring opportunities. These components blend interactive presentations, examination of leadership proficiencies, team building, skill development, readings and emerging leadership topics into one overall integrated program. The program is aimed at broadening the institutional knowledge of participants and fostering their capacity to effectively address the challenges that may impact their current and/or potential future leadership role at the College or at other higher education environments.

The **Academic Services Dean at the Damon City Campus** supported a variety of professional development initiatives throughout the 2009-2010 year including faculty and staff

participation in a Service-Learning conference, an Early Educators conference, Jackson Katz MVP Train the Trainer program, and a Gateway to College conference. The dean hosted an on-site professional development day that focused on classroom challenges, professional rejuvenation and diversity.

As a follow-up to the Teaching and Creativity Center's 2009 Sharing Our Worlds events, the **Academic Services Leadership Council** hosted a number of sessions to engage faculty in discussions on a variety of topics. Sessions were held in the Brighton and Damon Teaching and Creativity Centers. Topics included: Learning Communities—CRJ and SOC, CLA Performance Tasks—A hands-on tool for active learning, Ethics and the Undergraduate Curriculum, Student Opinion Survey, Diversity and Best Practices Search Committee Grant, and the CRJ—REA learning community.

The Office of **Experiential & Adult Learning** and the **Teaching & Creativity Center (TCC)** hosted Adults in the Traditional Classroom in October 2009. The workshop assisted faculty in understanding and dealing effectively with the large number of adult students in our classrooms.

Development through training and service-learning is a major emphasis of Rochester **AmeriCorps**, whose activities use a variety of formats to incorporate responsiveness to members' learning styles. The goal is to provide members the knowledge needed to effectively carry out their service activities in the community, to strengthen the ethic of service and active citizenship, and to promote personal and professional development. A two-week orientation and training session at the beginning of the term of service was designed to orient members to the program, build esprit de corps and an AmeriCorps identity, and provide specific training

in preparation for members' site placements. Activities were organized in modules encompassing team building, AmeriCorps and civic engagement, targeted skill development, and the organizational and community contexts of service. During orientation, members received and reviewed a comprehensive handbook that included their Member Contract and information about the program's mission, policies and procedures, and members' rights and responsibilities. Additional training content addressed youth asset development, public safety issues in Rochester, effective communication and workplace negotiation, and personal and workplace safety. Members also earned Red Cross certification in both CPR and community first aid.

#### **The Anthropology/History/Political Science/Sociology**

Department (AHPS) actively worked on providing a support system and College-wide mentoring for each of their new employees. Mentors worked with new faculty to foster a culture of interdisciplinary collaboration, while maintaining the integrity of their respective disciplines. The Department chair and mentors assisted out-of-town faculty with relocation and adaptation to their new environments.

The Department provided several gatherings both in and out of the institution where faculty had a chance to learn more about their colleagues through professional and social networking.



This year, the **Biology** Department held a dinner for their adjunct faculty to promote community. The event, held in the Brighton Room, was a great opportunity for faculty to become better acquainted and share ideas and experiences. The feedback from all who attended was very positive.

The **Business Administration/Economics** Department continuously strives to maintain a qualified adjunct pool, screening applicants that apply through Human Resources and directly to the Department. The Department chair routinely conducts interest interviews with individuals who indicate a desire to teach within the Department. Additionally, the Department gives careful consideration to all Alice Young Intern applications and continuously encourages individuals to apply for positions through our Alice Young Internship program. In Spring 2010, the Department had one Alice Young Intern. The Department continues to address its need for the developmental evaluation of adjunct faculty. Newly developed forms and a more thorough adjunct evaluation process were piloted in Fall 2009. A full Department review of these forms was completed in Spring 2010, and a new policy and forms are in place for Fall 2010. Succession planning is an ongoing concern for the Department as a number of faculty retirements are anticipated in the near future. Disciplines continue to monitor these potential personnel issues. The Department successfully completed a search process for a full-time tenure track appointment in Economics: Personal Money Management.

The **Chemistry and Geosciences** Department hosted a professional development trip in June 2010 with 24 participants. This trip, called New York on Ice, visited several locations west of Rochester to examine glacial terrain, fault exposures, soil development, chemistry of viticulture, the effect of climate on the wine industry, and the development of cobblestone houses using glacially derived materials.

The **Dean of Interdisciplinary Programs** worked closely with the Transitional Studies Department chair to plan an off-campus professional development day in January 2010. A consultant facilitated and worked with the dean and Department on a new strategic framework document to be implemented over the next three years. Additional workshops may be conducted to complete the strategies and action plans/steps. Several Transitional Studies faculty are working on instructional development projects to complete some of the research-related activities outlined in the strategic framework. This effort will continue in the 2010-2011 academic year.

The **Education** Department created a department policy manual to formally document departmental practices. The first draft of this manual includes information on job descriptions, development of faculty schedules, assignment of overload, department observation form, policies on foreign language requirements, credit by exam, meeting schedules, and adjunct supervision. These roles and procedures will be implemented in the 2010-2011 academic year.

The **Health Professions** Department developed a PowerPoint presentation for adjunct faculty, which was delivered in May 2010. The Department's Retention, Tenure and Promotion Committee received and considered three-year post tenure reviews conducted on faculty scheduled for the assessment. The committee prepared revised policies on: Retention/Reappointment, Promotion and Post





Tenure Review for distribution in June 2010. The committee developed a generic position description based on the contract and a compilation of previous descriptions. Each program will create a supplemental position description unique to its needs. The committee is updating the faculty evaluation schedule. The Department



chair will monitor the evaluation, tenure eligibility, and promotion schedule to assure it is current. The committee is working on developing a policy on evaluation which will cover distance faculty, online instruction, venues for evaluation and evaluators. The committee is also working on a mentoring policy to address issues faced by new faculty members.

The **Law and Criminal Justice** Department conducted its annual adjunct faculty workshop and faculty development session. This year's sessions addressed academic procedures, library resources and student/professor communications, and were well attended by current adjuncts and Dual Credit faculty.

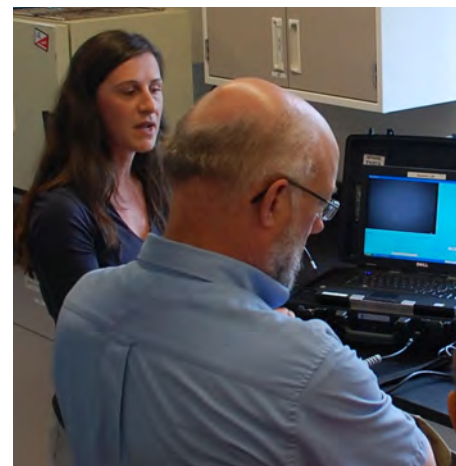
The **Mathematics** Department had an Alice Young Intern who successfully taught MTH 099 and 104 in the fall and MTH 098 in the spring under the mentorship of a senior faculty member. The Search Committee included a member trained in diversity from outside the Department.

The faculty in the **Nursing** Department mentored one full-time temporary instructor, one part-time instructor and three new adjuncts during 2009-2010. One Alice Holloway Young Intern clinical adjunct continued to be mentored in the Spring 2010

semester, as was the new Nursing Learning Center coordinator.

As the College embraces the mission of economic development, it becomes critical for us to learn about and continue to develop expertise in this important arena. Consequently, in June 2010 the **Technical Education** Division sponsored a professional development workshop on the topic of economic development in the Rochester region. President Kress kicked off the day with a presentation of her vision of the new Division of Economic Development and Innovative Workforce Services. The keynote speaker was Mark Peterson, President of Greater Rochester Enterprise (GRE). GRE is one of the premier private agencies in the area dedicated to developing our regional economy.

The **Teaching & Creativity Center** (TCC) hosted a number of professional development opportunities in 2009-2010 around the theme of Knowing Our Students. Sessions included Our Students: Who Are They in 2009?, Trends in Student Issues, and Gay, Lesbian, Bisexual, and Transgender Students in Our Classrooms. The TCC promotes the scholarship of teaching and the principles and practices of teaching at the individual, departmental and College-wide level at MCC. It is our hope to create an environment for faculty to exchange ideas and resources, be assisted with course and lesson development, and have the opportunity to learn new skills.



# 5 ENHANCING OUR PHYSICAL ENVIRONMENT



The Director of **Academic Learning Environments** has been instrumental in coordinating Phase II of Building 9 construction. This effort has involved working collaboratively with all divisions at the College to move offices and classrooms, and to ensure that College operations continue with minimal disruption to our students. In addition, the Director also met frequently throughout the year with the Faculty Senate Classroom Committee to gather input on the best design and equipment to enhance instruction and student learning. All of the instructional spaces within Building 9 will feature smart technology. Four of the classrooms will be ALE's (Advanced Learning Environments) featuring various styles of reconfigurable class furniture and projection on three walls. The newly created lobby will feature a green wall, a staircase with a skylight over fifty feet long, and photo voltaic cells on the roof for generating electricity.

The College's original theater was located in Building 9 and revealed when renovations began in June 2010. Completion of Phase II of this project is expected August 2011.

The Dean of **Academic Services at the Damon City Campus** and the Director of **Academic Learning Environments**, together with the Damon Executive Leadership Team (DELT), conducted planning research for the new downtown campus. The research involved hosting a series of focus groups and a DCC campus team, all of whom provided feedback regarding essential design and programming elements.

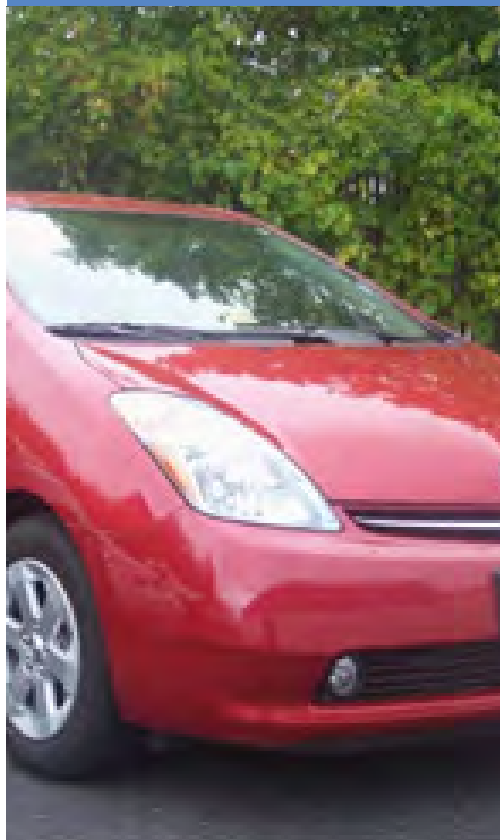
To celebrate the new high-tech home for MCC's plant collection, and long-awaited greenhouse renovations, the **Biology** Department hosted an Open Greenhouse in May 2010. The event, open to the College community and general public, showcased the facility's computerized temperature and humidity controls, a more accessible

layout, and lush display of greenery. Tropical and exotic plants shared space with a hydroponic growing system and other exciting student projects. The new greenhouse is located between buildings 9 and 9A and can be accessed via the south hallway in building 9.

In May 2010, the **Chemistry and Geosciences** Department and students from the Geosciences Association coordinated a recycling event with the help of Sunnking Electronics Recycling. Electronic, or e-recycling, prevents harmful chemicals, such as lead, cadmium, and copper from leaching out of landfills and into groundwater, soils, and surface water. Many components are also put to new use in refurbished electronics and other products. Proceeds and donations from this event will benefit the Geosciences Association in future programming and field trips. The Geosciences Association is dedicated to learning and teaching about geology, geography, and sustainability. The student club participates in local environmental restoration events, community service, and educational field trips.

In April 2010, Heating Ventilation and Air Conditioning (HVAC) students at the **Applied Technologies Center** conducted a wind study under the guidance of a mechanical engineer from WindTamer. The study assessed the feasibility of providing wind-generated electricity to the Brighton- Henrietta area. As part of Sustainability Week at MCC, the group provided a 1-kilowatt wind turbine demonstration to faculty, staff, and students, showing how winds can be harnessed to generate renewable energy. Participants were able to talk with engineers from WindTamer and ask questions about how this technology can be installed and connected to the New York power grid.

## 6 RESPONDING TO FISCAL CHALLENGES



MCC Foundation Executive Director Diane Shoger, Grainger District Manager Corbin Olson, Grainger Branch Manager Amy Zah, Public Safety Training Facility Dean Michael Karnes and Program Coordinator Paul Bishop.

In August 2009, Rochester **AmeriCorps** program was awarded a \$20,000 grant from the Rochester Area Community Foundation. This funding will go toward the program's non-federal match and allows AmeriCorps members to be placed at host site organizations that are unable to cover the required cost-sharing amount. Forty-one members, eight of whom are funded through a stimulus grant, began their terms of service in September, 2009. Each completed at least 1,700 hours of service to the community.

An innovation by the Automotive Team, part of the **Applied Technologies** Department, will save both substantial money and trees. As of summer 2010, automotive students use a single, comprehensive textbook for their program, instead of nine individual books. The single book costs under \$110 and will be used for the duration of the two year A.A.S. program, an estimated saving of \$750! The book, *Automotive Technology: Principles, Diagnosis, and Service*, is NATEF compliant. NATEF is the national certifying organization for automotive programs.

Through the initiative of the manufacturer and instructors at the Applied Technologies Center, a Toyota 2010 Prius was obtained for MCC's **Automotive Technology** program. Valued at over \$15,000, this vehicle will allow students to gain experience

working with hybrid technology.

In May 2010 President Anne Kress announced that Drs. Saroj and T.K. Viswanathan pledged a substantial donation to the MCC Foundation to fund the renovation of MCC's **Dental Hygiene Clinic**. Professor Saroj Viswanathan, DDS, known as "Dr. Vis" at MCC, has been a pillar of MCC's dental program since 1974. In addition, representatives of the Seventh District Dental Society and the Monroe County Dental Society presented a combined gift of \$30,000 to the MCC Foundation this spring to help fund the clinic's upcoming \$250,000 renovation. The renovation will be the first capital improvement project at MCC completely funded by private philanthropy. The renovation will enhance learning, teaching and patient care in the clinic. The clinic is an integral part of dental education, where students work under the supervision of licensed hygienists and dentists to respond to more than 6,000 patient visits each year. This clinical experience prepares students for national and state certification exams. The renovation will lead to a dynamic new clinic infrastructure with modern workstations and more efficient plumbing and electrical components. Workstations will offer more privacy for client treatment and consultations. Construction of the new clinic is slated to begin in June 2011. While the clinic setting will be transformed, Dr. Vis says



the quality of instruction will remain high. "I am thankful my husband and I are in a position to help. The new clinic will be beautiful. I can't wait to see it," Dr. Vis says.

The National Science Foundation has awarded a grant of \$486,360 to the University of Rochester, MCC, Rochester Institute of Technology, and Bryn Mawr College for the project Diverse Partnership for Teaching Quantum Mechanics and Modern Physics with Photon Counting Instrumentation. A faculty member in the **Engineering Science and Physics** Department will serve as co-Principal Investigator on the project with representatives from the other institutions. The project builds upon work begun last spring when students enrolled in MCC's PHY 262 (Modern Physics) course conducted a portion of their laboratory activities on-site at University of Rochester's Institute of Optics using state-of-the-art equipment and facilities. Students conducted a pair of experiments involving the manipulation of individual particles of light, photons. Both of these experiments have only recently been adapted from the research literature. The techniques developed in these experiments form the basis of the emerging technologies of quantum computing, quantum cryptography and quantum state teleportation. The grant guarantees that MCC Modern Physics students will have access to UR's quantum optics laboratory facilities for four more years. Additionally, curricular materials will be developed to aid in the conceptual understanding of the laboratory procedures and to establish a more formal assessment of student learning outcomes.

Harris Corporation, an international communications and information technology company, made a gift of \$100,000 to the MCC College Foundation to establish the Harris Corporation Endowed **Scholarship for Women in Technology** at MCC. The announcement was made during the Women in Technology Conference, a Harris-sponsored event held at Harris

RF Communications in Rochester in April 2010. Two \$2,500 scholarships will be awarded to one first-year and one second-year female MCC student beginning in the 2010-2011 academic year. Eligible students must be enrolled full-time in one of the following technical fields of study: **Applied Engineering Science, Computer Systems, Electrical Engineering, Electronics, Information Technology, or Optics**. According to Harris, throughout the United States, the fields of science, technology, engineering and mathematics are facing workforce shortages, and are in need of both women and men. In recent years, the number of high school students who pursue college degrees in these fields has dropped continually. If nothing is done to reverse this trend, experts believe the country could see a critical technology workforce shortage as early as 2012.

A faculty member in the **Health and Physical Education Department** at the Damon City Campus coordinated the creation of the Damon City Campus Cookbook. The cookbook is a compilation of recipes from faculty and staff at Damon. All donations went directly to the Snowflake Scholarship Fund.

In July 2010, the Grainger Foundation representatives presented a \$5,000 check to MCC Foundation Executive Director and **Public Safety Training Facility** (PSTF) Dean for the purchase of new RespiTrainers. The Grainger Foundation generously responded to PSTF's need for equipment upgrades in order to train students on the same technology they will encounter in the field. The gift will enable MCC to provide a more realistic intubation and ventilation platform for students training to become emergency responders for our community.

The **Registration and Records** Office reviewed all paper correspondence sent from their office and converted most to e-mail. Withdrawals, waitlists, class rosters, fresh start, classroom changes, cancelled classes, repeated course correspondence, and grade change

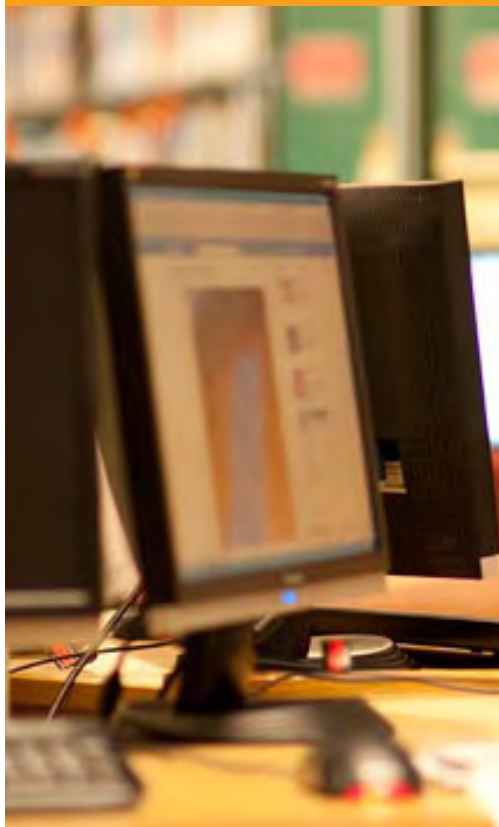
notifications have all been sent via e-mail instead of paper mail. This initiative resulted in an estimated annual cost savings of thousands of dollars.

Students in the **Transitional Studies** program now have another reason to explore careers in Heating, Ventilation, Air Conditioning and Refrigeration (HVAC/R) through the college's new Transition to Technology: The Gateway to HVAC/R Program. The program was made possible with a \$20,000 gift to the MCC Foundation from The Grainger Foundation. Following a workforce development roundtable meeting at MCC in July 2009, Grainger representatives presented a check for \$20,000 to President Kress and the MCC Foundation. The gift was the first from Grainger to the MCC Foundation. It enables the College to focus on recruitment efforts, award scholarships to 16 students, and offer a 15-week Gateway to HVAC/R course. To assist with their transition into the program students are paired with a peer mentor currently enrolled in the HVAC/R degree program and a faculty adviser. The Gateway to HVAC/R Program began in the fall 2009 semester at MCC's Applied Technologies Center. Students were introduced to energy-efficient and environmentally friendly technologies that directly relate to the HVAC/R industry, including spending time in MCC's new Alternative Energies and Refrigeration Lab.



*Harris RF Communications Group President Dana Mehnert, Congresswoman Louise Slaughter, MCC Vice President of Academic Services Janet J. Glocker, Ph.D. and MCC Foundation Executive Director Diane L. Shoger.*

## 7 ENHANCING THE LEARNING ENVIRONMENT THROUGH TECHNOLOGY



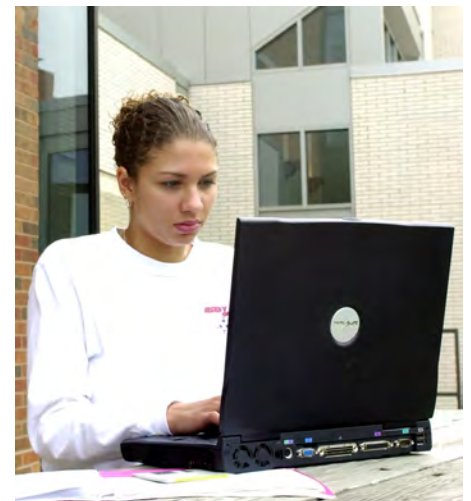
In September 2009, Damon City Campus (DCC) students, faculty and staff were provided with opportunities to have their technology-related questions answered during a special week-long campaign. A representative from the Microsoft Corporation spoke with over 600 DCC students about student email, and 250 students received assistance with specific questions related to MCC's student email capabilities. This program was collaboration between Educational Technology Services (ETS), DCC Student Services, and **DCC Academic Services** in an effort to help students, faculty and staff have a successful semester using technology.

The **Admissions** Office, with assistance from ETS Computing Services, successfully created a user friendly, system generated, one-page readmission form that captures student information from the Banner Student Information System. This form can be used for students who have been admitted to MCC in the past. It allows students to quickly update or verify the information we have on our system and expedites their readmissions process.

The **Anthropology/History/Political Science/ Sociology** (AHPS) Department has reviewed its online course offerings and has identified potential courses to be offered in Anthropology and Political Science. One new faculty member has agreed to undergo Angel training in the 2010-2011 academic year. The Department recognizes the importance of offering a variety of online courses to enable students to continue their education. Department faculty will be assessing those courses in the 2010-2011 academic year.

During the 2009-2010 year, every original **Emergency Medical Technician** (EMT) course section was

taught using web enhancement on the ANGEL platform. Also, the Bureau of Emergency Medical Services allowed original certification EMT students to replace classroom time with an Internet educational experience. Professional development sessions on podcasting and SMART Software were provided to instructors. An ANGEL workshop was held at the Public Safety Training Facility (PSTF) to increase the number of qualified instructors. All disciplines at the PSTF have participated in professional development to migrate learning opportunities to online formats.



**Engineering Science and Physics and Computer Related Programs** faculty have begun work on revisions to ENR 161 (Engineering Computing 1) that will include LabView Software. This software is a graphical programming environment that is used extensively in industry for data acquisition, process control and robotics. This new approach will be used in the Honors section of ENR161 in the Fall 2010.

A faculty member in the **English/Philosophy** Department received an online development stipend from the Curriculum Office for a project to record audio and video files for her

online courses using the program JING PRO. These supplemental files are designed to help students better navigate the online environment. The professor's five-minute video clip, "Is Online for You?," offers students the opportunity to critically evaluate whether learning in cyberspace matches his or her own life and learning style. While text content has always been available to help students make that determination, the video makes the content more personal. Another video, Online: Registered and Ready, helps students who have committed to the online program prepare for this new adventure by taking them through the often overlooked student tutorial. The professor commented, "JING PRO is great! Students feel like I'm actually there, guiding them through the tutorial and my hope is that they will actually take advantage of a resource they might otherwise skip. It is like I am looking over their shoulder. Anything to keep them better educated about the online environment could bode well for retention. That's my goal."

Another faculty member in the **English/Philosophy** Department has taught ENG 250 (Professional Communication) online and face-to-face for eleven years, refining the course each year. In Summer 2009, an Instructional Development Stipend enabled her to make several significant enhancements to her course. In Fall 2009, her students were provided an audio introduction at the beginning of each course module, giving them an overview of the topic and assignments. The professor also expanded the use of audio files to comment on student drafts of various writing assignments – allowing her to walk through a draft with a student in the way she might if the student were in her office. Another addition this Fall was a blog to supplement the traditional threaded discussion. The blogging experience may be familiar to students and using it in class helps to introduce students to blogging as a new form of professional communication. Finally, by partnering with the online learning company Aplia,

the professor was able to offer both her online and face-to-face students access to a much less expensive e-book version of the text, still sold through the College bookstore. This site provides not only the text material, but access to grammar review exercises and drills as well. The professor commented that the project "helped ensure that online learning, either as a course, or as an enhancement, gives professional communication students an edge by working with current technology."

The **ESOL/Foreign Languages** Department met with Academic Support Services in Fall 2009 to collaborate on securing the resources needed to install an ASL Language Lab in the Learning Center. The technology will include four web cams. It is expected that the technology will be installed for use by the students starting in Fall 2010.

FBI considers cyber threats one of the greatest concerns of the 21st Century and the FBI's highest criminal priority.

The **Hospitality** Department applied for and received a Perkins grant for a smart lab in their Culinary Arts kitchen (3-140) where they teach FSA 103 (Culinary Arts I: Fundamentals of Food Preparation), FSA 110/111 (Baking and Pastry I & II), and FSA 108 (Principles of Healthy Cooking). The new equipment will be designed to allow students to view the demonstration table while following along at their workstations. It will include cameras at the instructor demo station and an HD flat screen mounted where the students can view it from their workstations. This will allow for much improved instruction because all students will be able to get a clear view of the demonstrations, and follow along with the instructor at the same time. It will also allow the instructors to



The **Homeland Security Management Institute** hosted a conference on Cyber Security in August 2010. Guest speakers included, Gordon Snow, the Assistant Director of the FBI Cyber Division, Jeffrey Tricoli, FBI Supervisory Agent, William Houchel, the US Attorney for Western New York and Cory Louie, the Trust and Safety Manager for Google Inc. The

incorporate PowerPoint slides or video clips into their presentation and will allow filming of both instructors' and students' work.

The **Hospitality** Department also submitted and received a Strategic Planning grant to purchase a new Point of Sale (POS) computer system for the student run Reflections restaurant. Students in HSP 102 (Hospitality Service) and FSA 203 (Culinary Arts II) will be using the system which, in addition to being a digital ordering system for the servers, will also track and



monitor inventory, provide sales history, and do other record keeping functions for the restaurant. Students will be trained on both the Front-of-the-House and Back-of-the-House applications for this system. It is something that is used widely in the industry and will keep our students current with what is required for them to know when they graduate.

The Dean of **Interdisciplinary Programs** worked closely with the Director of **Academic Support Services** to review the Learning Center/ Writing Center equipment changes and needs. The Director met with the Damon City and Brighton Campus Learning Center faculty committees to review the protocols, procedures and operations of the Mastery Lab and



Learning Center. The Learning Center Committee made several specific recommendations to find ways to encourage Transitional Studies students to access all of the resources available in the centers. Topics included software tutorials, equipment and space needs, make-up testing policies, and access to tutors.

**Nursing** Department faculty participated in Angel training in June 2010. The use of Angel will allow faculty to make course materials more accessible to students in NUR 111. New media covering physical assessment skills was purchased for use in NUR 111 in the Fall 2009 semester. The media is now housed on a server so students and faculty can access it from any computer; they no longer need to borrow or buy a VHS tape or DVD to watch.

**Nursing** 212 faculty worked with faculty from the **Public Safety Training Facility** to secure a grant request for purchase of a computerized obstetrical simulator. While the grant request was being developed, two faculty members piloted use of simulation by taking their clinical students to Strong Memorial Hospital and using their OB simulator to run a simulation. Based on this experience the NUR 212 team developed an alternate clinical schedule incorporating simulation with the ultimate goal being the reduction in use of one clinical site. Goals for next year will focus on implementing use of the simulator after it is purchased. The simulator will also be available for the faculty in the EMS program to use.



The Nursing 112 team developed a new simulation scenario using iStan (computerized patient simulator) on care of the client experiencing pain. The preconference learning activities were developed along with the simulation scenario events and debriefing questions. It was tested in May 2010 and will be implemented in NUR 112 in Fall 2010.

Nursing 211 faculty used the Classroom Performance System (CPS) in the classroom lecture in the Spring 2010 semester and will continue to use it during presentation of future lectures. Several courses use the CPS during classroom presentations very successfully to present content in an interactive manner. Faculty pose a multiple choice question about the topic being presented and the students use the CPS to respond with their answer selection. The system displays both the question and the number of responses onto the screen. When time is up, the correct answer is displayed. This method encourages participation among all students in the class. Even students who do not speak in class can respond to the question because it uses a handheld clicker and the response is anonymous. Once all the responses are submitted, it stimulates discussion about why the incorrect responses were chosen and why the correct response is indeed correct. It also

tends to hold students' attention better than simply listening to the instructor lecture because it is active rather than passive. Students really enjoy it and the competitive nature of the activity is fun. The faculty who teach the NCLEX licensing exam review class also use the CPS system, which is ideal since the licensing exam is totally multiple choice. A bank of a few hundred questions covering all topics has been developed over the years and has been loaded into the system. Again, it forces all students to participate by submitting an answer and then discussion follows. It's a great way for the students to practice processing and answering multiple choice questions prior to taking the NCLEX. The faculty also discusses how to approach the questions in addition to discussing the content.

# FACULTY HONORS AND RECOGNITION

## AWARD RECIPIENTS 2009-2010

### **CHANCELLOR'S AWARD FOR EXCELLENCE IN TEACHING**

Janet Zinck, Associate Professor, Department of Hospitality

### **DR. WESLEY T. HANSON AWARD FOR TEACHING EXCELLENCE**

Anthony Leuzzi, Assistant Professor, Department of English and Philosophy

### **WRITING ACROSS THE CURRICULUM OUTSTANDING FACULTY AWARD**

Gordon Dutter, Assistant Professor, Department of Anthropology, History, Political Science and Sociology

### **NATIONAL INSTITUTE FOR STAFF AND ORGANIZATIONAL DEVELOPMENT (NISOD) AWARDS**

William Dunning, Assistant Professor, Department of English and Philosophy

Bethany Gizzi, Assistant Professor, Department of Sociology

Steve Kilner, Assistant Professor, Department of Mathematics

Sherry Tshibangu, Assistant Professor, Department of Business Administration and Economics

### **OUTSTANDING FACULTY ADVISOR AWARD**

Thomas Clark, Instructor Department of Visual and Performing Arts

Mary Anne Gooding, Director (retired), Department of Registration and Records

Tamara Hillabush Walker, Assistant Professor, Department of Visual and Performing Arts

### **SUPPORT STAFF AWARD FOR DISTINGUISHED SERVICE**

Margarita Ortiz, Department of English and Philosophy

Linda Ziegler, Division of Interdisciplinary Programs

**Janet J. Glocker**  
Vice President

**Anthony J. Felicetti**  
Associate Vice President,  
Academic Services and Enrollment  
Management

**Kimberley P. Collins**  
Assistant Vice President, Academic  
Services

**Carol Adams**  
Dean, Interdisciplinary Programs

**Stuart Blacklaw**  
Dean, Curriculum and Program  
Development

**Michael Karnes**  
Dean, Public Safety Programs,  
Public Safety Training Center

**Michael McDonough**  
Dean, Liberal Arts

**Dianna Phillips**  
Dean, Technical Education

**Frank Rinehart**  
Dean, Science, Health and Business

**Kathleen Schiefen**  
Dean, Academic Services, Damon  
City Campus

**Donna Burke**  
Assistant to the Vice President

**Robert R. Cunningham**  
Director, Academic Learning  
Environments

**Anne Perry**  
Senior Budget Coordinator

**Kathryn Blain**  
Executive Secretary to the Vice  
President

## ACADEMIC SERVICES LEADERSHIP COUNCIL MEMBERS 2009-2010

# ACADEMIC DEPARTMENT CHAIRPERSONS 2009-2010

**Nayda Pares-Kane**  
Anthropology/History/Political  
Science/Sociology

**Kevin French**  
Applied Technologies

**James Murphy**  
Biology

**James Petrosino**  
Business Administration/Economics

**Dan Robertson**  
Chemistry/Geosciences

**Rick Costanza**  
Education

**John Wadach**  
Engineering Science/Physics

**William Yanklowski**  
Engineering Technologies

**Louis Silvers**  
ESOL/Foreign Language

**Cathryn Smith**  
English/Philosophy

**Sharon Insero**  
Health Professions

**Anne Flatley**  
Health/Physical Education

**Michelle Bartell**  
Hospitality

**Joan Mullaney**  
Human Services

**Gary Thompson**  
Law and Criminal Justice

**Annette Leopard**  
Mathematics

**Laurel Sanger**  
Nursing

**Gloria Morgan**  
Office and Computer Programs

**Dale Doty**  
Psychology

**Matthew Fox**  
Transitional Studies

**Kristen Fragnoli**  
Visual and Performing Arts

**Kathie Affleck**

Assistant Director, School to  
College Alliances

**Angel Andreu**

Director, Institutional Research

**Deborah Benjamin**

Assistant Director, Registration and  
Records

**Carmelita Brown-Wallace**

Program Director, Upward Bound

**Christine Casalnuovo-Adams**

Assistant Director, Admissions

**Robert R. Cunningham**

Director, Academic Facilities  
Planning and Learning  
Environments

**Charlotte Downing**

Director, Curriculum and Program  
Development

**Andrew Freeman**

Director, Admissions

**Constance Herrera**

Director, Marketing  
Communications

**Andrew Morris**

Associate Director, Registration and  
Records

**Patricia Kennedy**

Director, Academic Support Services

**Robert King**

Director, Agriculture and Life  
Sciences Institute

**Denise Prohaska**

Program Director, Gateway to  
College

**Elizabeth Ripton**

Director, Registration and Records

**Marilyn Rosche**

Program Director, Americorps

**Joann Santos**

Program Director, CSTEP

**William Sigismond**

Director, Adult and Experiential  
Education

**Virginia Toth**

Associate Director, Registration and  
Records

# ACADEMIC SERVICES DEPARTMENTS 2009-2010

