

College Response to Faculty Senate Presentation of October 25, 2018

Each statement is captured verbatim from the Faculty Senate PowerPoint.

BoT communication funneled only through President's Office.

This is not a factual statement.

Written communication with and from the Board of Trustees goes through the elected Board Secretary. Employees also have multiple opportunities outside of this structure to communicate with Trustees. The Board Chair is an active participant in the Shared Leadership Coordinating Council, which includes leadership of all shared governance and union groups, Trustees regularly attend College events, and employees can address the Board at its meetings.

Attempt to taint FCCC visit

This is not a factual statement.

The President immediately agreed to a joint letter as proposed by the Faculty Senate President that invited a Faculty Council of Community Colleges visitation team to MCC to assist with disagreements on shared governance. When the Faculty Senate introduced a vote of no confidence after sending this invitation, the FCCC indicated concern about sending a visitation team and has declined to do so until it receives some assurance from the Faculty Senate that it is committed in earnest to the FCCC process and purpose.

Appointment of Directors in violation of Senate Bylaws

This is not a factual statement.

The Faculty Senate Bylaws define the scope of the Special Committee on Administrative Affairs (SCAA) as a recommending body: "It shall be the responsibility of this Committee to make recommendations to the appropriate administrative officers regarding the selection and/or appointment of the following administrative officers, specifically: President, Vice Presidents, Associate Vice Presidents, Assistant Vice Presidents, Deans, Executive Deans and Directors; and for conducting elections of Department Chairpersons. The Committee shall be informed with five weeks advance notice of the creation or redefinition of administrative offices and departments, and of vacancies, and shall respond expeditiously to the appropriate Vice President." The Board of Trustees supports SCAA as a recommending body, recognizing the authority of the President to advance administrative hires to the Board for approval. The President and her staff have consistently consulted SCAA as described, engaged SCAA in joint search committees or respected separate SCAA search committees (per SCAA's choice), received and considered SCAA's recommendations on changes to administrative offices and departments, and responded to all recommendations.

No evaluation process for senior administrators, despite Middle States recommendation

This is not a factual statement.

There is an evaluation process for senior administrators, and the 2016 MSCHE Visiting Team did not provide the College with a recommendation related to senior administrators. The team did offer a *non-binding suggestion for improvement* that “In light of the reorganizations, the visiting team suggests that the College may review evaluation process for administrators.” For MSCHE, there is a fundamental distinction—as the language adopted formally by the accreditor suggests—between a recommendation and a non-binding suggestion. Further, as the Faculty Senate is aware, the President is leading a Board of Trustees Evaluation Task Force to provide College Trustees with recommendations for the revision of the evaluation processes for all MCC employees. Members of the Faculty Senate are involved in this process.

College-initiated withdrawal resolution (1.1.6.4) suspended against Senate recommendations prior to review from committee; College-wide rate of F's increases by 3%.

This statement is incomplete.

The Provost suspended Faculty-Initiated Withdrawals (FIW), pending recommendations from an ad hoc Faculty Senate committee, because

- multiple analyses of FIW identified disproportionate impact across student populations;
- impacted students were not offered the opportunity to appeal their withdrawals, hence denied due process;
- FIW were implemented inconsistently across faculty, sections, courses, departments, and schools; and
- faculty acknowledged they did not fully understand the impact of their withdrawals on student financial aid.

These concerns placed both students and the College at risk, and in suspending FIW, the Provost acted within her job description and scope of authority. Despite repeated requests from the Provost, the ad hoc Faculty Senate committee did not submit its FIW recommendations to her in time for implementation in the 2018-2019 academic year, and the Faculty Senate has since declined to participate in creating an implementation process and timeline for the recommendations advanced by its own ad hoc committee.

Frequent reorganizations (11 since 2014) without assessment of effectiveness, though assessment data was requested

This is not a factual statement.

MCC has a regular cycle of program assessment, and these reports are readily available. In addition, the College maintains data dashboards related to the strategic plan, publishes an annual report card, and has a robust Institutional Research site—all data available to the MCC community. If these reports and data are not sufficient to determine effectiveness, Faculty Senate has the ability to request the Office of Academic Assessment conduct an off-cycle program assessment and/or engage any other area of the College as identified in MCC's 2018 Effectiveness Handbook and Plan. It has not done so.

It is also important to recognize that the Faculty Senate Special Committee on Administrative Affairs defines a change in the reporting path of any office or any position at Director or above, even within the same division, as a College reorganization.

Reorganizations impact ability to serve students by creating confusion

This statement is not supported by the evidence.

A review of the past three SUNY Student Opinion Surveys (2010, 2013, 2016—all available to the Faculty Senate through MCC's internal Institutional Research website) does not support this statement. Students' responses vary over the six years but minimally and in both directions. Many of the changes have, in fact, been driven by student input on this survey and focus groups; faculty and staff recommendations; recommendations of a "mystery shopping" of College services by EAB; and the support needs of the Schools at MCC. Further, although external consultants have recommended that the College run the Ruffalo-NoelLevitz Student Satisfaction Inventory, which would more specifically identify students' satisfaction with specific services, this recommendation has not been supported at the department level. MCC has an opportunity to add institutional questions to the upcoming 2019 SUNY Student Opinion Survey and is participating in the Community College Survey of Student Engagement. Both instruments will provide further information on students' assessment of the College. The Faculty Senate may wish to meet with Institutional Director William Dixon to learn more.

Multiple instances of workplace bullying reported by Senators for Senate participation

This statement is not supported by the evidence.

The College does not tolerate harassment of any kind and encourages any who have experienced it to report such incidents, which will be investigated and addressed. There are no reports of the incidents asserted by the Faculty Senate in either of the anonymous systems available to the College community—Ethics Point and Bias Incident Report—nor through typical reporting channels (e.g. Deans, Human Resources, etc.). Further, over the past few years, the Faculty Senate has adopted practices such as non-specific agendas, anonymous voting, and closed session "caucuses" that broadly shield the actions of Senators.

After racist-tweet, President claimed tweet was result of MCC Faculty not living our institutional values

This is not a factual statement.

In her response, the President repeatedly called on the College as a whole to live MCC's values and noted that the student's tweet did not represent College values.

September 2017: President's Action Plan identified lack of diversity in Faculty hiring. Few demonstrable changes in HR since then

This is not a factual statement.

Since September 2017, Human Resources has implemented training in implicit bias for all search committee members, provided training by the EEOC for several hundred employees, and requested an EEOC review of policies and procedures related to the hiring process. As the Faculty Senate knows, the College is filling the position of Director, Human Resources; this individual will focus on process and compliance; and is adding a Human Resources Coordinator for Diversity Recruitment, Retention and Promotion. In reports from the Faculty Senate's SCAA review of this organizational decision and the decision last year to add a Chief Diversity Officer, a number of faculty respondents questioned the need for and use of resources on these positions, which have a direct relationship to increasing employee diversity. However, the College moved forward. Finally, the work of Human Resources is being informed by the recent report from the Equity in College Search, Hire, and Promotion Processes Task Force, which provides specific recommendations about search committee diversity, inclusive job description and posting language, process customization, and formal mentoring among other topics. Implementing some of these recommendations will require centralization of aspects of these processes which have historically been owned by faculty.

To this last point, the Faculty Senate's assertion inaccurately places primary responsibility for faculty hiring with Human Resources. In fact, by Faculty Association contract, MCC's faculty have primary but not sole responsibility for "developing written [faculty] position descriptions," "hiring, retention and promotion recommendations for faculty teaching within that discipline or program," "recommending faculty status," "determining whether faculty meets ... criteria" for teaching specific courses, "[faculty] evaluation" (all, *Contractual Agreement between The Faculty Association of Monroe Community College and Monroe Community College Board of Trustees*). The College respects the role of Faculty in this process. Hiring committees are determined at the academic department level with recommendations being reviewed by the appropriate Dean and Provost or Vice President.

At an institution claiming a commitment to diversity and equity in hiring, no shared written procedure for hiring at the College. Senate's SCAA committee created an exhaustive list of

recommendations to speed hiring and retain diverse candidates in job pool in 2016.

Recommendations not adopted

This is not a factual statement.

At the request of the President, both SCAA and SLCC have advanced lists of recommendations, some of which were already in practice at the College and others of which have been adopted. Further, recommendations from Faculty Senate and the Faculty Association about the hiring process were reviewed in SLCC and compiled into a single listing. All of these recommendations have been included in the draft hiring manual prepared by Human Resources and Academic Services, which was shared with the Equity in College Search, Hire, and Promotion Processes Task Force.

Human Resources and Academic Services have created a draft hiring manual that will soon be forwarded through shared governance. Human Resources provides an orientation and training to each search committee, guidance throughout the process, and assigns an Affirmative Action coordinator to each search. It has also switched from PeopleAdmin to Hirezon to increase ease of hiring system use and to decrease our “days to hire” metric, which is now being tracked through the Strategic Plan data dashboard. This data shows that the longest searches are for administrative positions involving multiple stakeholder groups, including SCAA. As the Faculty Senate knows, the College is filling the position of Director, Human Resources; this individual will focus on process and compliance; and is adding a Human Resources Coordinator for Diversity Recruitment, Retention and Promotion. In addition, the Alice Holloway Young Internship program has been redesigned by a faculty member (Associate Professor Tokeya Graham), and the College is working through the comprehensive recommendations of the Equity in College Search, Hire, and Promotion Processes Task Force that included six faculty among its 15 members.

After the racist tweet, the President’s Action Plan was created without collaboration from shared governance

This statement is incomplete.

The College community called on the President to address this matter immediately. She convened open forums at Brighton and Downtown campuses within days, and the President’s Action Plan, which was released less than a week after the incident, was based on the feedback at these forums and input from stakeholders. As appropriate to shared governance, steps within that plan that impacted areas of faculty responsibility were assigned for review and response to Faculty Senate and others impacting multiple governance groups were assigned to the Shared Leadership Coordinating Council. This action plan was revised based on input from employee and student affinity groups, as well as recommendations from SUNY Vice Chancellor for Diversity, Equity and Inclusion, Carlos Medina, who met with shared governance groups and other focus groups of faculty and students. Vice Chancellor Medina advised the President to review the College’s formally adopted and SUNY-approved Diversity, Equity, and Inclusion Plan to strengthen this document so that it could serve as an effective response framework for

any future issues. In January 2018, the President asked each shared governance group to review the Diversity, Equity, and Inclusion Plan and provide feedback by May 2018. She received one response.

Development of an Academic Master Plan without faculty input

This is not a factual statement.

The Provost convened the Academic Master Planning process in January 2017 with a small group of nine, four of whom were faculty. This group considered multiple models but was not able to make progress. The process restarted in September 2017, with phase one involving the Academic Services Leadership Council. In April 2018, the Provost reached out to the Faculty Senate President indicating the need to move on to phase two, which would engage a faculty and staff steering committee to provide input on the draft plan, renamed a “roadmap.” In June 2018, the Provost met with the Faculty Senate President and Chair of the Faculty Senate Planning Committee. They agreed that phase two, the faculty steering committee review, would begin in Fall 2018, and at a September 2018 meeting between the Provost and the Chair of the Faculty Senate Planning Committee, this committee agreed to take the lead. In October 2018, the Provost received confirmation from the Chair of the Faculty Senate Planning Committee that it would be moving forward with phase two in which faculty are engaging academic departments and units to provide feedback, recommendations, and suggested revisions related to the master plan’s themes, goals, strategies, performance measures, and timelines.

Senate Strategic Planning Initiative money rescinded without discussion

This is not a factual statement.

Funds for the Faculty Senate Strategic Planning grants are assigned out of the President’s Office budget and based on availability. This academic year, the President advised the Chair of the Faculty Senate Planning Committee that \$20,000 for such individual faculty grants would be available. She also shared that \$10,000 was being provided to the Chief Diversity Officer and the Diversity Council for strategic planning grants aligned with their work.

In addition, this year, in keeping with the College’s focus on increasing enrollment, retention, and success within underserved populations, the President allocated funds for targeted programs/projects that support Strategic Plan Directions 1-3 as follows:

- \$10,000: Strategies to Improve Enrollment, Retention, and Success of African-American and Latino/Latina Students
- \$10,000: Strategies to Improve Enrollment, Retention, and Success of Part-Time Students
- \$10,000: Strategies to Improve Enrollment, Retention, and Success of Unenrolled Individuals with Some College and No Credential

These three targeted initiatives are led by committees that include faculty. In total, the President's Office is providing \$60,000 for internal employee grants related to the College's strategic planning goals; this is \$10,000 more than it has in the past.

Downsizing of GEIS: Evidence of disinterest in meaningful partnerships w/global communities (also in Mission)

This statement is incomplete and is not supported by the evidence.

Following the departure of the initial GEIS office staff (for personal reasons or promotional advancement), the Provost filled positions temporarily while she assessed the impact of this office within the current context and its effectiveness in serving international students. Based on this analysis, the office's international services position has been filled by an individual with significant higher education experience with international student regulations and compliance, and the global education position by an individual with experience in international programming. In addition, oversight for this office was realigned to assure a clear continuity of services for international students and clearer reporting lines to assist those managing an area of the College with complex compliance requirements and risk management processes. Throughout these changes, MCC has remained one of the most active community colleges in SUNY's Collaborative Online International Learning (COIL) program, with a number of our faculty serving as COIL leaders. In addition, in the past year, faculty and the College have been awarded and/or been partners on prestigious grants that increase international programming. At a time of declining institutional resources, the College has also consistently funded faculty international travel.

SLCC consistently scheduled at a known day and time when it was challenging for student government representatives to attend

This statement is incomplete.

Once she learned about a possible issue earlier this semester, the President immediately reached out to the Student Government President, who reported that the schedule *does not* present a challenge for the governance group as a whole but for one particular member. Student Government is working on this internal matter. Further, the schedule of the SLCC is determined by the group's participants, led by its Chair, not by the President. Until this semester, the SLCC chair has been the President of the Faculty Senate, who could have addressed this concern, if it exists, at any time. It is currently chaired by the Vice President of the Faculty Senate, who has the same authority to change the meeting time.

Administrative bloat despite 35% drop in enrollment in last 8 years

This is not a factual statement.

A review of administrative numbers reported from 2008 to 2017 to the Federal Integrated Postsecondary Education Data System (IPEDS) shows that the College had the same number of administrators in 2017 as it did in 2008 (27). The variance in this number is small (range: 24-30; mean: 27.6) and is frequently determined by the number of vacancies on the census date. Census date for IPEDS annual reporting is November 1, so it has not been completed this year. As of October 29, MCC has 30 administrative positions and the College expects to end the 2018-2019 year with 29 or fewer such positions as it continues to assess every open line.

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018 (10/26/2018)
Non-Contract Administrator	27	30	29	28	30	30	27	24	24	27	30

Internal chaos due to constantly changing leadership (>50 searches for director and above in 4 years)

This statement is not supported by the evidence.

Objective measures—including the College’s student outcomes data, the SUNY Student Opinion Survey results, our financial standing, our ability to manage and deliver on large projects and initiatives, the internal and external applicant pools for searches, and the commendations included in the 2016 unqualified reaffirmation of MCC’s MSCHE accreditation—do not support this assertion.

Because of the quality and profile of our College, it is not surprising that other institutions recruit their leaders from MCC, and because of the increasing number of transitions in higher education leadership, the pace of change in our own administrative tier has also increased. In the past four years, individuals have left MCC for promotions to registrar, dean, associate vice president, and vice president; some have left for promotions within the SUNY system office or at national higher education organizations; others have been promoted internally, leaving vacancies in their wake. In addition, a number of administrators have retired, some taking advantage of the College’s 2016-2017 Early Retirement Incentive Program and others opting for MCC’s longstanding and generous 55/18 provision that provides employees who are 55 years or older and have 18 years at MCC a retirement incentive at that employment milestone.

Hundreds of thousands of \$\$ spent annually on Civitas (adopted w/o faculty input) and few results

This statement is incomplete and is not supported by the evidence.

Civitas Learning is an enterprise software system that, like all such systems, was adopted with input from each division. MCC owns four core Civitas Learning components: College Scheduler, Illume Students, Illume Courses, and Illume Impact. Faculty have been engaged with Civitas from the beginning, and, in fact, accounted for almost 50% of the initial Civitas work

group and over 50% of the second. Faculty are also evaluating Inspire for Advisors through the end of the year.

Reports from the Illume modules have already informed College decisions, strategic directions, and resource allocation. Student “nudge” campaigns suggested by Civitas have been impactful, and the system’s College Scheduler function significantly increased the ease of scheduling for our students. The Illume modules have particular value as MCC looks to improve success, retention, and completion for clearly defined student cohorts (e.g., part-time, adult, etc.) and to assess the results of programs and services.

To assure greater alignment between the Civitas Learning system and existing College data reporting and analysis, responsibility for its oversight and management recently moved to Institutional Research. To prepare for this shift, a team including the Director of Institutional Research recently had a daylong meeting with Civitas researchers and data scientists to discuss how the College can further leverage this tool. The College understands that Civitas is a significant investment, but over time we have been able to lower contractual costs by almost a third. As with every software package we purchase, the College is tracking return on investment in determining whether to extend the contract.