



# Faculty Senate

Monroe Community College

**Faculty Senate Meeting  
December 12, 2013**

**PRESENT:** R. Babcock, M. Bates, L. Carson, J. Case, K. Chin, N. Christensen, A. Colosimo, T. Conte, K. Doyle, P. Emerick, M. Ernsthansen, R. Fisher, H. Fox, K. Mooney-Graves, E. Grissing, A. Hughes, J. Kucich, J. Mahar, B. Managan, S. McCormack, J. McPhee, H. Murphy, D. Navarro, M. Ofsowitz, J. Oriel, P. Pierce, E. Putnam, M. Redlo, K. Rodriguez, M. Sample, J. Santos, T. Schichler, D. Shaw, K. Tierney, J. Wilke, H. Williams, J. Wilson, M. Witz  
**ABSENT:** K. Aquila, A. Bauer, S. Farrington G. Fazekas, M. Heel, D. Henneberg, K. Mykhaylo, M. Kachaluba, E. Lanzafame, P. Oettinger, M. Oliver, P. Ornt, P. Peterson, G. Thompson,  
**GUESTS:** C. Downing, M. Fine, K. Kimber, S. Murphy, C. Rapp,  
**STUDENT REPRESENTATIVE:** S. Jopson, K. Love

*All College Meeting called to order: 3:33 p.m.*

**1. Guest Speaker Guest Speakers (All College Meeting):  
Kristen Fragnoli and Kate Smith – Roadmap Academies at MCC**

K. Smith began by giving an overview of the initiatives and discussions that started the Roadmap Academies project at MCC.

- Provost McDonough charged a committee to use the Division of Interdisciplinary Programs Division Review (2012). The result was a recommendation to investigate Freshman Academies. The committee contacted Queensborough Community College.
- MCC was granted a Title III Grant, which included Student Success Collaborative and TRS redesign.
- Investigation of Academies by Liberal Arts Division
- Emphasis on High Impact Practices (HIPS)
- LA04 review and discussion of effective advising systems
- General Education Review
- SUNY Seamless Transfer
- Emphasis on providing personal connections, holistic support, "wraparound" services, intrusive advising and early warning systems

K. Smith explained how the following initial strategic statement fully supports MCC's mission.

- Academies fulfill the promise of creating "opportunity, innovation and excellence to transform lives and communities." By focusing on learning first, academies creates pathways and partnerships to re-design an efficient and effective model that guides students to success.

K. Smith gave the Roadmap Academies project goals, which support the college's visions of an intentional college. She also pointed out how each goal supports the College's Strategic Plan.

- Create personalized pathways that help students develop and articulate their individual goals and persist through the necessary stages to accomplish their goals (1 – Learning First, 2-Career Pathways)
- Develop and implement new organizational structures to ensure holistic, personalized support. (1, 3- Partnerships, 4-Effectiveness, Efficiency)
- Establish and implement assessment processes that will inform best practices across all phases of the academies model. (1,4)
- Require students to engage in high impact learning practices; expand the number of high impact opportunities available across MCC campuses. (1,3)

K. Smith gave the MCC's internal working academies definition:

The use of Academies at Monroe Community College is both a philosophical approach and a re-designed organizational structure. Academies organize the students' experience so that they are presented with a

clear, intentional pathway into and through the College. Academies place high impact learning and meaningful relationships at the center of the students' experience. Students are clustered according to their academic pursuit; in each academy an interdisciplinary team of faculty supports the use of innovative, high impact pedagogy. Students and teaching faculty are partnered with Academy Mentors to provide holistic support, intrusive advising, and early and frequent interventions. Faculty, Student Services professionals and Mentors work collaboratively throughout the duration of the students' time at the college. This cross divisional, interdisciplinary model helps students more readily connect with faculty, staff and peers who no longer work in isolation from each other.

Student cohorts are intentionally guided through goal setting, career and academic planning and personal development activities. Within the Academy model, student milestones are regularly acknowledged and celebrated. Students participate in mandatory orientation, required high impact experiences and are monitored with an early alert system. Students do not necessarily go through all of their coursework as a single cohort; however opportunities for contextualized learning and cohorted experiences are possible. Regular communication and collaboration between professional staff and teaching faculty enhance meaningful connections with each student in the academy and among MCC colleagues.

K. Fragnoli explained how the academies model would work at MCC. It will be a different delivery system for students. The model has students enter and move through the College on an academic pathway centered on the student's experiences. K. Fragnoli gave several examples of possible pathways for incoming students giving them an academic home. The model will also offer cross-functional teams of support by aligning academic programs and student cohorts. This will also give student centered support for faculty and advisors.

K. Fragnoli explained there is a steering committee charged with looking into anticipated Academies and the implementation dates, which will be purposefully cross-departmental and cross-divisional keeping in align with the model's philosophy. This will allow departments to collaborate and create new synergy to serve students:

K. Smith addressed anticipated questions and concerns about the Academies at MCC:

Academies do:

- Cohort students by academic interest regardless of level of preparation
- Create cross functional teams that focus on students' needs and allow colleagues to share expertise
- Allow and encourage holistic support of students and strong relationships
- Support interdisciplinary collaborations among colleagues from different departments and divisions i.e. break down silos
- Allow advisors to proactively manage time spent with students
- Formalize a support system for faculty and staff

Academies do not:

- Cohort students by their level of preparation – i.e. TS01 or LA01 are not academy groups
- Create new reporting structures
- Replace the academic department, the student services department or the college division structure
- Create "new silos"
- Restrict students from changing programs/choosing new pathways
- Reduce student ability to transfer

K. Smith went over the cross-functional and flexible teams involved in Academies:

People:

- Academy Mentor: generalist w/an academic focus
- Faculty Coordinator: faculty rep connecting students, mentor & academy faculty/departments
- Liaisons to each "enrollment" office/service office
- Faculty Advisors: discipline specialists

Systems:

- Use of technology to support students e.g. early alert systems, Degree Works academic planning, master schedule and HIPs, student pathway coding

Processes:

- Require, support and assess high impact pedagogy
- Address particular challenges of at risk students and track progress

Students:

- Wrap services around students rather than move students between services
- Place students in academic "homes" and on pathways of interest
- Provide personal contact and personalized support

**K. Fragnoli provided a list of the Academies steering committee members:**

**Co-Chairs:** Kristen Fragnoli, Dean, Liberal Arts  
Kate Smith, Dean, Academic Foundations

**Chris Abbott Mathematics/Faculty Senate**

<b>Mark Basinski</b>	<b>Counseling, International &amp; Veterans Services</b>
<b>Mark Bellavia</b>	<b>Mathematics Department</b>
<b>Rory Butler</b>	<b>Information and Computer Technologies</b>
<b>Ebony Caldwell</b>	<b>Title III Grant</b>
<b>Sally Dingee</b>	<b>Advisement and Graduation Services</b>
<b>Barbara Ellis</b>	<b>Health Professions</b>
<b>David Ghidu</b>	<b>ETS</b>
<b>Michael Heel</b>	<b>Curriculum and Assessment Office</b>
<b>Jennifer Kinslow</b>	<b>Advisement and Graduation Services</b>
<b>Rebecca Mack</b>	<b>Career and Transfer Center</b>
<b>Eileen Morris</b>	<b>ESOL/TRS Department</b>
<b>Eileen Radigan</b>	<b>Human Services Department</b>
<b>Laurel Sanger</b>	<b>Division of Science, Health and Business</b>
<b>Betty Stewart</b>	<b>Office of Student Life and Leadership</b>
<b>Krista Tyner</b>	<b>Admissions Office</b>
<b>Marcus Watts</b>	<b>DCC Student Support Services</b>
<b>Andrew Welsh</b>	<b>Institutional Research</b>

There are also the following subcommittees: Academy Curriculum, Admissions/Registration/Financial Aid, Advisement Processes, Assessment, High Impact Practices (HIPs), Leadership, Orientation/COS/FYE and Technology.

**K. Fragnoli went over the anticipated timeline:**

**Spring 2014**

- January 17, 2014 Professional Development Event
- Title III Orientation Survey of Faculty/Staff distributed
- Title III Online Orientation Pilot implemented
- Academies Coordinator searched and hired
- Academy Groupings finalized
- Banner Coding Processes finalized
- Academy Technology Needs identified
- Communication Plan developed
- Collaborative discussions of High Impact Practices (Academy sub-committee, Senate, TCC)
- Sub-Committees fully engaged (more details at Jan 17 event)

**Fall 2014**

- Title III Re-designed Orientation Pilot implemented
- Academy Admissions Processes implemented for Phase I
- Master Schedule planning for Fall 2015 HIPs for Phase I
- Technology Plan developed

**Spring 2015**

- Assessment Protocol established
- Fall 2015
- Phase I Academies Implementation
- Title III Re-designed Orientation implemented (mandatory?)

**Spring 2016**

- Academies implementation reviewed/assessed using protocol

**Questions:**

**N. Christensen asked whether the Faculty Coordinators and/or Academies Coordinator would be current faculty or if there would be an external search. K. Fragnoli anticipates the Faculty Coordinator positions would be current faculty that will step up to take on these leadership roles. There will be a search for an Academies Coordinator. The other roles are to be determined as the plan rolls out.**

Tony Conte asked whether this model has been successful at other Colleges. K. Smith stated Queensborough Community College (QCC) is MCC's mentor college. It has a successful program including assessment measures in place. For example, QCC's assessed the success of the first 3-year cohort, which showed a 27% increase in graduation rate. Other colleges also use QCC as the standard. K. Fragnoli pointed out there is a significant number of colleges using this model.

Karen Chin asked whether there would be any skills assessments for students who enroll not knowing what they want to do. K. Smith stated the steering committee and subcommittees will continue to have discussions on this issue. K. Fragnoli pointed out there are several members of the steering committee with strong advisement backgrounds.

M. Ernsthausem asked Senators to encourage their constituents to attend the January 17, 2014 Academies Professional Development Workshop.

**2. Announcements (M. Ernsthausem)**

M. Ernsthausem announced Heather Fox was awarded the Monroe Community College Emerging Excellence Award (MEEA) and Mike Bates was awarded the John and Susanne Roueche Excellence Award.

**3. Student Announcements (S. Jopson)**

S. Jopson stated SGA/SEGA has a Senate Contingency Account budget, which can be used to create educational and cultural events on campus. He asked Faculty to let their students know of this opportunity and direct them to the SGA/SEGA offices.

**4. Old Business**

No old business.

**5. New Business**

- a) M. Ernsthausem stated the SGA/SEGA would like the faculty to consider adopting a college-wide grading scale. After doing a straw poll of the faculty present, there was not enough interest in pursuing the matter further.
- b) E. Grissing presented the proposed 2015-2016 academic calendar (attached as Exhibit "A"). He pointed out that the Faculty Senate can only make recommendations for the Academic calendars. Also, the SGA/SEGA has been given the proposed calendars for review so they can be actively involved in the process. E. Grissing pointed out the main changes for the proposed fall 2015 calendar.
  - Maintains 72 days of scheduled instruction by beginning the semester one week before Labor Day
  - Provides for a two-day mid-semester break
  - Allows the College to join others in honoring the contributions and sacrifices of our veterans by not holding classes on Veterans Day
  - Provides for a longer and more flexible Thanksgiving weekend – no classes on Wednesday, the day before Thanksgiving
  - Allows for one more break day at the end of the semester

A question was asked whether "no classes" means the college is closed and how this would affect professional staff. E. Grissing stated that the Faculty Senate is not in the position to make that recommendation regarding closing the College; however, this can be discussed further. H. Williams pointed out that this is a union issue. M. Ernsthausem stated there have been initial conversations regarding this issue with both unions (CSEA/FA).

E. Grissing addressed the perennially objections received from science departments and accredited departments, such as nursing and dental hygiene, which have difficulty with lab schedules and clinical days when specific instructional days are limited. He believes that the challenges and inconveniences are worth supporting the alternative calendar.

E. Grissing reviewed the main changes to the proposed spring 2016 academic calendar:

- Introduces a one-week break in March (mid-semester) in contrast to the present practice of a break in February and another in April [Break week timing is flexible—the main consideration is a single one-week break vs the current two weeks of break.]
- Brings the spring break into agreement with the practice of most other colleges
- Allows the semester to end one week earlier in May, introducing a week's break between the end of final exams and the beginning of the first summer session

- Makes final grades due a week before the summer session begins, allowing for better planning for summer courses by both students and faculty

A question was asked whether the College is properly serving students who have young children since the proposed spring calendar is not following the public school calendar. E. Grissing stated this is one issue the committee is trying to get consensus. The proposed calendar has been given to all divisions across the College including ETS and Student Services.

He asked the Senators to discuss the proposed calendar at their department meetings and indicate how many prefer the proposed calendar vs. the current option. There will be two separate votes (fall calendar and spring calendar) at the February 27, 2014 Faculty Senate meeting. Any comments and/or feedback can be forwarded to E. Grissing.

A question was asked how students were being surveyed regarding the proposed calendars. E. Grissing stated the SGA/SEGA has received a copy of the proposal and would begin discussions. M. Ernsthause stated he would be attending an upcoming SGA meeting to answer any questions.

H. Williams pointed out there is a growing Veteran populations at MCC and it is becoming increasingly difficult to explain the reason Veterans Day is not honored at the College. She emphasized the importance of honoring our veterans by supporting no classes on Veterans Day.

There was discussion regarding MCC not following along with the public school calendar and the changing demographic of the current student population. E. Grissing stated he would contact A. Andreu to obtain data regarding the current student population and their needs. New information will be forwarded to Senators.

***All College Meeting adjourned at 4:52 p.m.***

***Faculty Senate meeting called to order at 4:53 p.m.***

**1. The minutes from the November 14, 2013 Faculty Senate meeting were approved.**

**2. Curriculum Action Items:**

- a) PR5F AS Physical Education Studies
- b) PR8S Certificate Dental Assisting
- c) PR21F AS Mathematics
- d) PR19F Certificate Human Services
- e) PR18F AAS Human Services
- f) PR17FAS Human Services
- g) PD1F Certificate Interior Design

Motion to approve the 6 Program Revisions and 1 Program Deactivation.

Motion seconded. No discussion. Motion passed.

**3. Standing Committee Reports**

M. Ernsthause stated in order to allow more time for discussion during the meeting the standing committee chairs submitted their reports for Senators to review prior to the meeting. He asked for questions and/or comments regarding the following reports.

#### **Academic Policies (E. Grissing)**

E. Grissing reported the following:

- APC is exploring whether the Student Opinion of Course and Faculty questionnaire can be administered electronically during the spring 2014 semester using the current version. A subcommittee of APC will continue to discuss the future of the questionnaire, its administration and the wording of Resolution 1.11.

#### **Curriculum Proposals (E. Putnam)**

E. Putnam reports the following:

- Committee has given final approval to the following:

6 Program Revisions: (12/12 action items)

PR5F AS Physical Education Studies

PR8S Certificate Dental Assisting

PR21F AS Mathematics

PR19F Certificate Human Services  
 PR18F AAS Human Services  
 PR17FAS Human Services  
 1 Program Deactivation: (action item)  
 PD1F Certificate Interior Design  
 4 New Courses:  
 NC6F GEG 220 Geography of Genocide  
 NC4F GEG 135 Business GIS  
 NC8F DAS 115 Orientation to Dental Assisting Clinical Practice  
 NC10S DAS 122 Advanced Biomedical Sciences for Dental Assisting Practice  
 10 Course Revisions:  
 CR41S BIO 134 Essentials of Human Anatomy & Physiology I  
 CR31F MTH 104 Intermediate Algebra  
 CR30F MTH 098 Elementary Algebra  
 CR34F HIM 213 Health Information Systems  
 CR35F CRJ 121 Criminal Justice Education Internship I  
 CR36F PLE 103 The Community and Policing: Serving Special Populations  
 CR37F PLE 101 Fundamentals of Policing  
 CR38F PLE 102 Police Proficiencies and Procedures  
 CR26S DAS 110 Preclinical Dental Assisting Practice  
 CR25S DAS 120 Basic Clinical Dental Assisting Practice  
 5 Course Deactivations:  
 CD4F OFT 172, 174, 175 Microsoft PowerPoint, Microsoft Publisher, Microsoft Outlook  
 CD8F MFG 205 Plant Layout/Material Handling  
 CD7F MFG 204 CIM the Enterprise  
 CD6F MFG 203 Manufacturing Planning  
 CD5F MET 117 Geometric Tolerancing Inspection  
 - The Curriculum Committee has posted the following for Faculty Review until 12/3:  
 1 Program Revision:  
 PR10S AAS Human Services  
 1 New Course:  
 NC10F IDC 201 Honors Studies: Scholarly Process  
 9 Course Revisions:  
 CR41F CPT 210 Operating Systems and Peripherals  
 CR42F CSC 206 Digital Computer Organization  
 CR43F CSC 214 Electronic Vision and Image Processing  
 CR44F CSC 215 Introduction to Linux  
 CR45F CSC 223 Computer Programming in C++  
 CR46F CRJ 211 Community Values and the Administration of Justice  
 CR47F CRJ 222 Criminal Justice Education Internship II  
 CR48F CSC 202 Assembly Language Programming of Embedded Microcontrollers  
 CR50F BIO 134 Essentials of Human Anatomy & Physiology I  
 - The Curriculum Committee has posted the following for Faculty Review until 12/12:  
 4 Course Revisions:  
 CR54F MTH225 Differential Equations  
 CR53F EMS101 Certified First Responder  
 CR52F EMS110 Emergency Medical Technician  
 CR51F HUM201 Models of Helping  
 1 Course Deactivation:  
 CD14F SOC208 Sociology of Latin America

#### **Curriculum Special Projects (P. Emerick)**

P. Emerick reported the following:

- The committee has been reviewing CLOs (course learning outcomes) and should have them all cleared by the end of semester.
- He, along with M. Ernsthausen, met with the chairs of the Infused Competencies Projects.

#### **NEG (A. Wilson)**

A. Wilson reported the bylaw revision vote, originally scheduled for the December Faculty Senate meeting, will be postponed until the spring semester since the vote must be done by ballot and there is a 10-day period between Open Hearings and when the date ballots are due.

**Planning (M. Redlo)**

M. Redlo reported the following:

- The planning Committee met on November 25th with Deans Smith and Fragnoli along with their representatives Jennifer Kinslow and Nancy Soregi to discuss the agenda and format of the January 17th Professional Development day regarding Roadmap Academies. This topic prompted more meetings on December 2nd and December 9th. We anticipate a large turnout in January for this very important initiative.

**Professional Development (H. Williams)**

H. Williams reported the following:

- The awardees have been chosen and notified for the MEEA and Roueche awards.
- The focus of the committee now is on liaising with the Planning Committee and Academies Roadmap folks, and continuing to refine awards/Leaves information on the website.

**SCAA (J. Case)**

J. Case reported the following:

- Debra Davis was hired as the Director of Marketing Communications.
- Salvatore Simmonetti was hired as the Director of Public Safety.
- Academic Dean for DCC search committee has been recently put together and consists of five representatives from administration and four from SCAA. They will begin looking at candidates in early Spring
- SCAA is conducting a parallel search for the Vice President of Student Services. Both search committees have forwarded names to P. Allen with RPA, Inc. and the field of candidates is being narrowed and merged from there. Interviews will be held in early January. The open hearings for finalists will be in early February.

**4. Old Business**

No old business.

**5. New Business**

M. Ernsthausen encouraged Senators to relax during break and to come back rejuvenated ready to get involved in the many projects and initiatives this spring. He also wished everyone a happy holiday and happy new year.

***Faculty Senate Meeting adjourned at 4:56 p.m.***

Respectfully submitted,



Mark Ernsthausen  
President  
Faculty Senate

Teresa Schichler  
Secretary  
Faculty Senate

**Minutes approved at the January 30, 2014 Faculty Senate meeting.**

**Exhibit "A"**  
**Proposed 2015-2016 Academic Calendar**

August 17	Monday	Admissions Application Deadline
August 24	Monday	Registration Deadline (for Matriculated Students)
August 29	Saturday	Last Day for Dropping Courses via the Web with 100% Refund of Tuition and Fees (Preceding Business Day is Friday, August 28)*
August 31	Monday	CLASSES BEGIN - Late Registration Fee Required
September 4	Friday	Last Day for 75% Refund of Tuition and Fees
September 4	Friday	Last Day to Add a Course without Instructor/Departmental Approval (Green Slip)
September 7	Monday	LABOR DAY - COLLEGE CLOSED
September 11	Friday	Last Day for 50% Refund of Tuition and Fees
September 18	Friday	Last Day for 25% Refund of Tuition and Fees
September 18	Friday	Last Day Students May Drop Course(s)
September 21	Monday	Course Withdrawal Period Begins
October 12 - 13	Monday - Tuesday	COLUMBUS DAY RECESS – NO CLASSES
November 11	Wednesday	VETERAN'S DAY – NO CLASSES
November 24*	Tuesday	Last Day for a Student to Withdraw from an Individual Course with a Grade of "W"
November 24*	Tuesday	Last Day for Faculty to Recommend Course Withdrawals for Non-Attendance
November 24	Tuesday	Evening Classes Do Not Meet (classes beginning 5:00 p.m. or later)
November 25-29	Wednesday - Sunday	THANKSGIVING RECESS - COLLEGE CLOSED - NO CLASSES
November 30	Monday	CLASSES RESUME
December 17	Thursday	Last Day of Classes
December 17	Thursday	Last Day for a Student to Process a Complete Withdrawal from the College with a Grade of "W"
December 18-23	Friday - Wednesday	FINAL EXAMINATION PERIOD FOR DAY, EVENING and SATURDAY CLASSES
December 29	Tuesday	Final Grades Due by 12:00 noon – ALL COURSES
December 25 – January 1	Friday - Friday	COLLEGE CLOSED

January 13	Wednesday	Admissions Application Deadline
January 18	Monday	MARTIN LUTHER KING, JR. DAY - COLLEGE CLOSED
January 19	Tuesday	Registration Deadline (for Matriculated Students)
January 23*	Saturday	Last Day for Dropping Courses via the Web with 100% Refund of Tuition and Fees (Preceding Business Day is Friday, January 22)*
January 25	Monday	CLASSES BEGIN - Late Registration Fee Required
January 29	Friday	Last Day to Add a Course without Instructor/Departmental Approval (Green Slip)
January 29	Friday	Last Day for 75% Refund of Tuition and Fees
February 5	Friday	Last Day for 50% Refund of Tuition and Fees
February 12	Friday	Last Day for 25% Refund of Tuition and Fees
February 12	Friday	Last Day Students May Drop Course(s)
February 15	Monday	Course Withdrawal Period Begins
March 13 – 20	Sun-Sun	SPRING RECESS – NO CLASSES**
March 21	Monday	CLASSES RESUME
April 23*	Saturday	Last Day for a Student to Withdraw From an Individual Course With a Grade of "W" (Preceding Business Day is Friday, April 22)*
April 23*	Saturday	Last Day for Faculty to Recommend Course Withdrawals for Non-attendance (Preceding Business Day is Friday, April 22)*
May 13	Friday	Last Day of Classes
May 13	Friday	Last Day for a Student to Process a Complete Withdrawal from the College with a Grade of "W"
May 14-19	Sat - Thurs	FINAL EXAMINATION PERIOD FOR DAY, EVENING and SATURDAY CLASSES
May 24	Tuesday	Final Grades Due by 12:00 noon - ALL COURSES
May 30	Monday	MEMORIAL DAY - COLLEGE CLOSED
TBA		COMMENCEMENT