June 8, 2006

PRESENT: E. Baxter, I. Benz, P. Bishop, C. Boettrich, F. Burger, S. Cable (Vice-President), B. Connell, R. DeFelice, K. Doyle, K. Eirich, J. Ekis, M. Ewanechko, S. Fess, S. Forsyth, M. Fugate, C.T. Gilbert, E. Grissing, R. Hamell, K. Huggins, R. Kennedy, A. Leopard, M. Marino, J. McKenna, D. Mueller, S. Murphy, J. Nelson, M. Rizzo, D. Shaw, D. Smith, M. Timmons, T. Tugel (President), P. Wakem, H. Wheeler (Secretary), W. Willard, H. Wynn-Preische, W. Yanklowski

ABSENT: S. ElRayess, A. Hughes, N. Karolinski, P. Keyes, D. Leach, M. Pastorella, P. Peterson, S. Ruckert, B. Smithgall, E. Stewart, J. Thompson, , V. Toth

GUESTS: K. Affleck, V. Avalone, E. Baker, E. Basnayake, K. Baxter, S. Blacklaw, P. Burgess, P. Collinge, K. Collins, B. Connelly, C.Cooper, D. Cox, J. Cronmiller, B. Dery, E. Dilai, A. John, T. Keys, J. Hinkelman, C. Mahoney, B. Martineau, J. Rao, D. Rhode, R. Rodriguez, C. Shwartzott, A. Stainton, A. Streigel, P. Tracy, S. Tshibangu, A. Topping, P. VanKirk, M. Weingart, C. Wendtland

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

II.   Guest Speakers—Valarie Avalone and Bonnie Connell—Strategic Plan Update

          B.   Strategic Planning Process (process is on going so sections may change as the committee continues its work.)

                    1.   Stage I: Strategic Thinking includes the following steps: Step I: Analysis of MCC Culture, Step II: Internal and External Environment & Trends, Step III: Institutional Strengths & Weaknesses, Step IV: Planning Assumptions, Step V: Mission & Tenets

                              a.   Activities during this Steps I-III of this Stage included:

                                        i.   Committee presentations by senior leadership

                                        ii.   Interviews with faculty leaders, community leaders, and senior leadership

                                        iv.   Literature review

                                        v.   College research

                                        vi.   Middle States Report and recommendations

                                        vii.   Review of SUNY Mission Review document

                                        viii.   Strengths, Weaknesses, Opportunities and Threats Analysis (SWOT)

§   Strengths: fiscal stability, breadth and depth of academic offerings, technology infrastructure, access, quality programs, partnerships, senior executive leadership, exceptional value for cost, community visibility, comprehensiveness, graduate success, positive reputation, affordability, diversity of students.

§   Weaknesses: anticipated turnover of senior management, population decline and decreases in enrollment growth, diverse faculty representative of population served, relatively inexperienced faculty and staff, space constraints--classrooms, capacity to fund technology, Lack of a GED program, delay in DCC construction project.

§   Opportunities: distance learning (SLN) growth, energetic and creative new faculty and staff, maximizing alumni networks, leadership transition, engaged and knowledgeable trustees, community partnerships, RCSD programs, student housing, non traditional course offerings, attracting more "students with choice," partnerships, internships, community service, leverage grant initiatives, enhanced relationships with county and city, quality facilities.

§   Threats: community demands, fewer transfer spots at 4 year schools, University of Phoenix and other private competition, decline and/or flat state and county funding, "brain drain" in community, dwindling economic resources in region, declining high school population, federal and state mandates—fiscal implications, changing political climate, leadership transition, crime rate and incivility, increased competition for money in private fund raising, construction delays in downtown campus, preparatory level of RCSD students, scrutiny on capital projects, rising health care/benefits costs.

   b.   Step IV: Assumption Development

      i.   Developed a series of assumptions to serve as the basis for the strategic directions and goals:

§   To improve the quality of life for Monroe County residents by being the primary provider of education and training for this community.

   c.   Step V: Mission Review

      i.   Current Mission: the mission is to provide a high quality learning environment to a diverse community. In offering education and training opportunities, student success is the College's highest priority; the College is committed to access, teaching excellence, comprehensiveness, life long learning, partnership building, and economic development.

      ii.   Proposed mission: the mission is to provide a diverse community with access to high quality education and training opportunities. Student success is the College's highest priority. The College is committed to excellence in teaching, comprehensiveness, life long learning and citizenship. In fulfilling its mission, the College embraces its role in economic development and places high value on partnerships, innovation and educational leadership.

      iii.   Core values: a common and vision and mission; student success is primary; life-long learning is our focus; excellence in teaching is our standard; curriculum is our foundation; diversity is valued access is crucial civility and citizenship are embraced decision-making is based on research, analysis and planning excellence is achieved through teamwork, partnerships, and effective communication; assessment is integral to institutional effectiveness; quality improvement and innovation are ongoing.

2.   Stage II: Strategic Directions and Goals-- During this stage the team establishes a set of goals and strategies for the College for the duration of the plan. Action steps for implementation are not a part of the plan, but are determined by individual College divisions and departments during Stage III. The team gains acceptance and adoption of the plan by the Faculty Senate and then submits its recommendations to the President and finally the Board of Trustees for endorsement.

   a.   Identified the following Strategic directions

      i.   Respond to community and workforce needs by strengthening enrollment initiatives and strategic partnerships.

      ii.   Promote excellence in teaching and learning, and broaden (enrich) the student experience

iii.   Attract, nurture, and retain human resource talent why promoting visionary and responsive leadership

iv.   Enriching and broadening the student experience

v.   Promoting responsible planning and usage in the functionality and design of our physical environment

vi.   Responding to fiscal challenges

vii.   Ensure that technology supports and enhances learning environment

b.   Identifying goals

c.   Formulating objectives

d.   Prioritizing strategies

e.   Identifying key performance indicators

C.   Next steps

1.   Feedback: Board of Trustees, senior leadership, college community

2.   Survey

3.   Complete Stage II:

a.   Formulating objectives--summer

b.   Prioritizing strategies--fall

c.   Identifying key performance indicators—fall

III.   Announcements—Terri Tugel

A.   T. Tugel asked senators to share the strategic plan information with their constituents and to encourage them to provide feedback on the strategic plan survey.

B.   Recap of Senate work over the 2005-2006 academic year:

1.   Ad Hoc Committees reports forwarded to President Flynn. The work of the Committee studying Student Response Systems is ongoing.

a.   Integrating New Faculty/Staff

b.   Textbook Committee

c.   Search Process for Teaching Faculty

d.   Student Response Systems (clickers)

2.   Review of Senate Resolutions

3. Impact of Banner on Senate Resolutions

4. Action Items to be reported on in standing reports

   a. Academic Policies

   b. Curriculum Proposals

C. 2006-2007 Senate Issues

1. Recommended revisions to Senate Resolutions

   a. SUNY distinguished Faculty awards

   b. Independent study

   c. Others as determined through review

2. Academic Honesty

3. Ongoing implementation of Banner

4. Follow up on Ad Hoc Committee recommendations

D. T. Tugel thanked the following outgoing senators for their service:Fred Burger , Kim Doyle, Janet Ekis, Mark Pastorella, Tom Gilbert, Mary Ann Marino, Sherry Ruckert, and Betty Stewart.

IV. All College Meeting--Issues and Concerns from Faculty

A. T. Tugel opened the discussion by encouraging faculty and staff to voice their concerns.

B. A concern was expressed regarding the increasing use of technology (cell phones among other types of technology) that is being used inappropriately in classrooms. We pride ourselves on using technology but we also need to look at times when its use is not appropriate. A question was raised as to what we can do to address this issue. Some schools don't allow certain types of technology into classrooms.

C. P. Collinge expressed a concern regarding the number of tenure track faculty needing to work on college-wide activities as they work towards promotion and tenure but he thinks there aren't enough opportunities for the tenure-track faculty to get involved. Many academic departments with programs have outside advisory committees, but there are a number of departments on campus which don't have outside constituencies. He suggested that the Senate could look at the possibility of forming advisory committees for these departments.

D. A question was raised of whether the College was looking at keeping technology on faculty desktops current. S. Fess indicated that, for example, her desktop doesn't have a dvd player or a cd burner so she can't watch the dvds that come with textbooks or save files to anything other than a floppy disc.

E. A suggestion was offered that since we can identify college-wide issues with the strategic plan that maybe junior faculty members can work on them.

F. D. Cox applauded the Senate on its work and encouraged the Senate to be watchful during Banner implementation to make sure that policies aren't changed to accommodate the computer system.

G. President Flynn indicated that the College does have concerns about Banner and he's been meeting with multiple people in leadership positions to meet the challenges from implementation. For example, the

admissions process used to take 2-3 days but now its taking 3 weeks, which is not acceptable. He thanked the Senate and its leadership for all of its work over the last year on important initiatives and in meeting all challenges from the administration. He indicated he'll speak to the vice presidents regarding opportunities for junior faculty.

        H.   M. Weingart expressed a concern regarding registration overrides both by the faculty and advisors as it seems that in ASL classes, for example, students who don't meet the course pre-requites are being put in courses.

        1.   K. Collins explained that chairs were asked to make a decision about whether or not faculty should be allowed to override their own courses or not. The chairs decided that faculty should be able to do this and encouraged departments to set up their own guidelines. Chairs will receive periodic reports regarding the number of overrides in their departments.

        2.   T. Tugel indicated that course overrides are in the Senate Resolutions and are being impacted by Banner implementation but the Senate is working on it.

        I.   A concern was raised about the number of students who have not yet registered for the fall

        semester and that class cancellations seem to be coming fast. Questions were raised as to whether

        there is a specific date for class cancellations and if there is some incentive to encourage students

        to register.

        1.   T. Gilbert indicated that students may be concerned that if they register early, they will have to pay their bills early as well. He indicated that several committees are looking into this issue to find viable solutions. He also expressed a concern regarding students having problems with their pin numbers. Deans and department chairs determine when to cancel classes.

        2.   S. Fess explained that students registering early will receive a bill early because once a student registers a bill is generated, but the bill's due date has not changed.

        3.   There was a question about when students are dropped for non-payment because a senator thought that students were dropped once in July and once in August for non-payment. That may be preventing students from registering. It was suggested that we should have only one date and that we need better communication to explain to students that their bills are not due early if they register early.

        4.   President Flynn explained that he has spoken with other presidents and the enrollment delays are happening in other places as well. He encouraged the Senate to ask Tony Felicetti to address these concerns.

        J.   Index cards provided for additional comments yielded the following questions:

        1.   Given the over-use of technological gadgets by students unrelated to classes, can the faculty take a unified position regarding technology in the classroom?

        2.   What can be done to get faculty more involved in graduation? Currently faculty can't even congratulate their students because of how far away they sit. Additionally, the speakers in the last few years have all been business related with messages about staying in Rochester—messages graduates often aren't ready to hear or don't want to hear on their graduation day. Why don't we have speakers students want to hear talking about issues they are concerned with? Maybe we could ask a retired faculty member.

        3.   When is the college going to address office space concerns? With all the hiring the College has been doing, nothing has been done regarding additional office space for faculty. With the construction projects planned at the College, is office space going to be addressed? Will faculty members be involved in the planning of this new construction?

4.   Who is allowed to change curriculum for programs? Can the curriculum be changed against the will of a department based on low numbers and other concerns?

5.   What purpose do the academic progress forms serve that are sent from EOP and the athletic department? It seems that given faculty work load if faculty are going to tell students to come and see them anyway, why fill out the form? If these are going to be useful for students and faculty are required to fill them out several things should happen: faculty should not be sent forms for students who have withdrawn and specific steps should be outlined with regards to what the EOP counselors or coaches are going to do regarding the information provided by the faculty member. Follow up should be specific to what was suggested in the initial report.

V.   Student Announcements

   none

VI.   Approval of Minutes: Minutes from the May 18, 2006 meeting were approved as written.

VII.   Standing Committee Reports

   Academic Policies Committee -- E.Grissing

This academic year the APC examined its resolutions and the withdrawal policy; presented revised criteria for the Dean's List and the GPAs for Suspension/Probation levels, both of which have been approved by the senate with the Suspension/Probation levels to be voted on at the June Board of Trustees meeting; and they have been keeping their eyes open for any changes brought about by Banner.

   Curriculum – A. Leopard

The Curriculum Committee has given final approval to the following:

Four Course Deactivations:

   CD2S   C-E 245 Cooperative Education-Accounting

   CD3S   C-E 235 Cooperative Education-Marketing

   CD4S   PSY 120 Interpersonal Effectiveness in the Work Context

   CD5S   PSY 210 Human Behavior and the Organization

Three Course Revisions:

   CR68S PSY 204 Industrial Psychology

   CR70S COM 109 Introduction to Public Relations

   CR71S EMS 118 EMT - Basic Core Review

Two New Courses:

NC30S BIO 182 Marine Biology – Bahamas (Special Studies)

NC31S BIO 244 Neuropathology

Four Program Revisions:

PR8S Massage Therapy

PR9S General Accounting AAS

PR10S   Apprentice Training – Automotive AAS

PR11S   Information Technology AS

On June 15 the Curriculum Committee will vote for final approval on the following postings:

Four Course Revisions:

CR72S CRC 122 Computer Animation Using Alice

CR73S ACD 141 Alcoholism/Chemical Dependency Treatment Modalities

CR74S ACD 142 Alcoholism/Chemical Dependency and the Family System

CR75S ACD 143 Alcoholism/Chemical Dependency Counseling Skills

Three New Courses:

NC10S MUS 119 Music in World Cultures

NC32S OFT 186 Electronic Mail Applications (Special Studies)

NC33S ACD 146 Alcoholism/Chemical Dependency Internship Seminar

For the academic year, the Curriculum Committee has reviewed 200 proposals and suggested a few resolution changes including new resolutions regarding independent studies.

NEG - S. Murphy

S. Murphy thanks senators who have already returned their committee preferences for next year. She reminded the rest of the senators to make sure to respond by June 12th. There are still three Senate seat vacancies: VaPA, ETS, and Note 2 Administrative Area.

This year, NEG ran a special election for Counseling, an election for an MCC Association seat, and senator elections (19 Senate terms were up, one contested election was run), and completed a review of the Resolutions.

SCAA -- T. Gilbert

SCAA was involved in five searches this year (3 at the Director level and 2 at the Dean level) and completed a review of the Resolutions.

Planning – B. Connell

For the 2005-2006 academic year, the Planning Committee completed grant approvals, met with Bob Cunningham regarding Renaissance Square updates, and met with Ed Martin and the Classroom Committee which resulted in Ed's visit to the full Senate. The Strategic Planning Committee continues to meet weekly.

Professional Development – I. Benz

The Professional Development Committee worked on Resolutions, revised and updated the web site to keep it current with regards to Professional Development awards, and helped support and coordinate professional development workshops.

June 16th the Department of Health and Physical Education and the Division of Science, Health and Business are co-sponsoring "Coping with Stress and Change at the Worksite: a Wellness Perspective" at the   Brighton campus. Anyone interested should contact Karen Cardillo.

VI.   Curriculum Action Items:

PR8S   Massage Therapy, unanimously approved after discussion regarding how ethics are measured, how and where ethics are taught, and how professional boundaries are measured in clinical.

>PR9S   General Accounting AAS, unanimously approved

>PR10S Apprentice Training – Automotive AAS, unanimously approved

>PR11S Information Technology AS, unanimously approved

VII.   Old Business

>None

VIII.   New Business

None

Meeting adjourned at 5:00 p.m.

Respectfully submitted,

Terri Tugel   Holly Wheeler

President   Secretary

Minutes approved at the September 21, 2006 Faculty Senate meeting.