SUNY Broome Community College

Council for Academic Issues

October 19, 2016
Wales 203B
Minutes of Meeting

Attendance: Jeremiah Godfroy, Destiny Louissaint, Mary Donnelly, Henry Bartlett, Scott Corley, Brian Loy, Holly Jones, Diane Kelly, Tairi Mead, Joan Lubar, Major Barnett, Lisa Strahley, Timmy Bremer, Lisa Hughes, Scott Kavulich, Sue Silvan, Donna Rehak, Dawn Kutz, Amy Brandt, Beth Mollen, Francis Battisti, Robert Greaves

Guest: Larry Allen, Erin O'Hara-Leslie, Christen Baumbach

Members Excused: Mary Seel, Denise Abrams, Rey Wojdat

I. Call to Order: The meeting was called to order at: 3:07 p.m.

II. Establishment of Quorum/Approval of Alternates: Quorum was established and alternate approved. Virginia Shirley for Mary Seel.

III. Adoption of Agenda: The proposed agenda was approved.

IV. Approval of Minutes – October 5, 2016: October 5, 2016 minutes were approved as electronically submitted.

V. Announcements/Correspondence/Reminders
Two Your Voice Matters forums will be held. One for the faculty and staff will be held on Nov. 1st and one for students on Nov. 8th

VI. CAO/Chairperson Report/Updates:
a) CAO: Francis Battisti/Danielle Berchtold
Francis attended the CAO for SUNY meeting last week. The CAOs have requested a slowdown on unfunded mandates from SUNY. A seamless transfer meeting will be held on Nov. 1st to look at related issues. The applied learning state conference will be held in Binghamton on Nov. 17-18. At this time there are over 200 registered for this conference. Members of the SUNY Broome academic community need to get involved in the discussion concerning applied learning and a committee may need to be organized to provide guidance on this topic. Issues related to making applied learning a requirement for graduation, the relationship to other programs and schools in the SUNY system, among others need to be addressed by all stakeholders.
An opportunity to participate in a SUNY COACHE survey has been made available to the college. The SUNY COACHE survey is a partnership between the SUNY System Office and the Collaborative on Academic Careers in Higher Education, the nationwide research effort based at

Harvard University. Through this partnership, all community college and state operated campuses will be provided with the opportunity to participate in the COACHE project and the cost will be covered by SUNY. The COACHE faculty survey is designed to give provosts, deans, and faculty leaders robust data, rather than anecdote or headlines, that describe whether and why faculty feel valued and satisfied in their work. The instrument sticks to those aspects of faculty work/lives that are within the power of faculty leaders and administrators to improve. Each SUNY school is being asked to create a COACHE team made up of faculty and administrators by the first week of November 2016. Many concerns were expressed related to there being another survey done on campus at the same time surveys are being done related to the college's strategic plan, the diversity plan, and the achieving the dream initiative.
It is feared that survey fatigue may hamper the survey's ability to capture good data, whether quantitative or qualitative. Additional concerns were expressed concerning the true intent of the survey, what's done with the information collected and where and will the results of the analysis be sent. The question was also asked about asking to delay this survey for one year due to these many issues. Thoughts of conducting focus group research as an alternative were also put forth. Dr. Battisti made it clear that whatever was decided, participation in the COACHE survey was not a requirement. However, Francis wanted to know from CAI if the COACHE survey would be a good idea for us to undertake at some point in time. The president of the CAO association has written a letter to the COACHE partnership to see if it would be possible to put it off for a year.
SUNY Broome is close to having a matriculation agreement with Cornell University involving a new program in comprehensive environmental agriculture.

b) CA: Mary Donnelly: The CA met on Monday and noted that the county has broken ground on new economic and business development center for Broome County.

c) FCCC: Rachael Hagerman
- Highlights from the Fall 2016 Plenary in Alexandria Bay, NY:
  - Chancellor spoke on Teach NY.
  - SUNY was awarded/recognized to be part of Jobs for the Future Student Success Networks because of our commitment to student success, which is a virtual center that involves sharing best practices for student success; only 13 others in the county. It also means that we will be also be acknowledged of being worthy for future grant funds; almost functions as a stamp of approval for certain granting agencies.
  - SUNY Excels is now PIP (Performance Improvement Plans). There will not be another report this year, instead the focus will be on educational effectiveness & strategic enrollment. The Provost will be meeting with each campus president and the president will be asked to invite 8 other individuals; it was stressed that one of those individuals should be involved in campus governance.
  - Applied Learning. Governance should play a key role in whether or not to adopt applied learning as part of the graduation requirement; the last phases of the plan are due May 1st.
  - Diversity Plans are due November 1st. While shared governance was supposed to play a role in development of the plans it appears that did not happen on most if not all campuses.

- It was stressed that problems with Seamless Transfer and Student Mobility must be communicated to the provosts office either through the CAOs or via studentmobility@suny.edu.
- Presentation on OERs & PTECH programs.
- There was some discussion on the Middle States changes in standards & reporting; Deb Moeckel asked that the FCCC come up with recommendations on best practices for assessing campus governance structures as that will be an area of focus that will be challenging for institutions to undertake.
- The state-wide Student Assembly has officially partnered with It's On Us a violence prevention advocacy group (http://itsonus.org/). Students/Faculty/Staff can either take the pledge through SUNY SA Website or have your campus be a partner. They are working with the agency to have a SUNY specific logo that can be added to any college website if a campus wanted to run a campaign.
- Presentation on the background & final decision-making process for Ban the Box.
- FCCC Business
    - Resolution on Micro-credentialing from the Governance Committee; information use only (see below).
    - Position Statement in Support of Student Governance at Community Colleges (I don't have a final copy of this yet).
    - The Academic and Student Affairs Committee endorse the OER Framework developed by the FACT[2] workgroup; information can be found here: http://textbooks.opensuny.org/oer-success-framework/

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Resolution #G1: 2016-2017
Faculty Purview over Micro-credentials, Prior Learning Assessment and Competency-Based Education

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Whereas the Faculty Council of Community Colleges has passed *Resolution #G2: 2014-2015 Faculty Purview over Curriculum Standards* (http://www.fccc.suny.edu/resolutions/14_15/g2_2014-2015_FacultyPurviewOverCurriculumResolution.pdf) that references New York State Education law, the *AAUP Statement on the Government of Universities and Colleges*, and the *Joint SUNY/CUNY Shared Governance Statement* (http://www.fccc.suny.edu/positions/SUNY-CUNYJointStatementOnSharedGovernance01-2015.pdf) that calls upon faculty to diligently exercise their purview and primary responsibility for curriculum and academic standards at their campuses;

Whereas the Faculty Council has passed *Resolution # G2: 2013-2014 Inclusion of Non-Credit Courses in the Governance Structure* (http://www.fccc.suny.edu/resolutions/13_14/g2_2013-2014_IncludeNon-creditInGovStructure.pdf) that calls on faculty and campus governance systems within SUNY's community colleges to develop curriculum review processes for evaluating and approving non-credit courses receiving FTE funding as specified by SUNY's *Memorandum to Presidents on Non-credit Remedial Courses Eligible for State Aid*, dated January 17, 2014;

Whereas the *Micro-Credentialing Task Force Progress Report* dated September 2016 presented to the SUNY Presidents' meeting on September 8, 2016, states, *Central to the work of the Task Force is an ongoing commitment to ensuring academic rigor and quality across all credentials offered by SUNY. The Task Force recognizes the potential of micro-credentials to be responsive to student and industry demands; to motivate students to persist; to be a bridge from non-credit to credit-bearing coursework; and to provide New Yorkers with credentials they need to find their first job or advance in their careers. However, the Task Force has been clear that those goals can only be met via academically rigorous, meaningful credentials;*

Whereas that same Task Force Progress Report further states that "academic quality is paramount for micro-credentials, and faculty governance is required," and that "micro-credentials are a campus initiative, and they should be initiated, developed, and approved according to local campus mission, strengths, and guidelines;"

Be it resolved that the Faculty Council of Community Colleges strongly recommends that faculty and campus governance systems within SUNY's community colleges ensure that processes and mechanisms for translating skills and competencies to academic credit are evaluated and approved through systematic campus governance and faculty-driven curriculum review processes. Specifically, faculty and campus governance systems should develop processes for approving whether credit should be awarded, and if so, how much credit should be awarded for skills and competencies. These processes should apply to micro-credentials (including but not limited to badges and stackable credentials) and prior learning evaluations/assessments garnered through non-credit and credit courses, competency-based education and prior life experiences.

Passed Unanimously October 8, 2016

d) SLAC: Rachael Hagerman
- The last of the 2015-2016 reports are collected.
  - The AVP Deans & VPAA will be receiving final reports shortly.
- 2016-2017 SLAC Planning form was sent out on September 30th and will be due Friday, November 4th.
  - Please contact Rachael with any questions (hagermanrm@sunybroome.edu); she would be happy to meet with departments to help them develop their plans.
  - The SLAC committee is developing a set of standards to assess the submitted results. The standards will be finalized prior to the next meeting via a shared form & we will begin to evaluate the submitted assessment results at the next meeting.
- Professional Development offerings:
  - Friday November 4th will be Fill out Your Forms Workshop in D224
  - Please contact the TRC to register.
- Program Review Committee will hold an Orientation for all those completing a program review on November 3rd from 2-3pm.
- Other initiatives:
  - We are working on increase the number of Fast Forward and Online Courses that are included in the SLAC assessments. We will be presenting at a future Chairs

and Deans meeting to see where the gaps might be and then we will schedule professional development offerings in the Spring to help fill the gaps.
- o We are also looking into assessing non-credit offerings through Continuing Education; initial meetings will take place next week.
- Next SLAC meeting will be 11/11; we will start to review the previous years' assessment reports.

VII. Reports from Committees/Working Groups
a. SG Chairs: Mary Donnelly

SG chairs met on Oct 13th. Many issues were brought forth by students. It was determined that most of these issues were the purview of COI. The biggest item on the horizon is the question about requiring applied learning to graduate. This is certainly a CAI issue. However, a decision one-way or the other is not needed until next May 2017. Several members were interesting in knowing if there are data available to show whether applied learning gives students an advantage in any way and if so how and in what circumstance, etc. Does one support applied learning, or not simply based on personal opinion and/or bias? Battisti stated that there is much plenty of data available; however, he was most interested in hearing what CAI thought. Concerns were put forth regarding the acceptance of applied learning credits by four-year schools, transferability, what are other colleges doing, is it practical and if so how, can Degreeworks deal with applied learning credits, it is also a general education issue particularly if it becomes a requirement for graduation? Applied learning demands much more attention, time, discussion, and serious reflection before an informed campus wide decision can be made.

b. Textbook Committee: Represented by Christen Baumbach
1. Fall 2016 issues with various textbooks: There were a variety of issues related to students not being able to purchase textbooks. The Textbook Committee is considering making the recommendation that each department identify one person to communicate with the Bookstore in regards to changes to the number of sections, enrollment, if there are classes added to the initial release of available courses, and/ or changes to textbooks required by instructors. We suggest that this information is communicated to the Textbook Committee so that a document can be created and shared. In addition, the Bookstore will communicate with the designated individual, plus instructors, when they are made aware of a textbook that is out-of-print. The Committee is also going to encourage departments to consider the ramifications of using out-of-print textbooks for students. The Student Representative informed the Committee that he was setting up a board where students can post information about custom edition or hard to find textbooks so that they can be sold to other students.

●**Out-of-print textbooks:** It was reported that are 61 sections of classes that are using out-of-print textbooks.
●**Under ordered books:** in some cases the amount of books ordered was not sufficient and indicated a change in the amount purchased from the previous year and in others it was that there were classes added over the summer.
●**Breakdown in communication:** There appears to be a lack of understanding regarding who holds the responsibility of communicating with the bookstore when changes to classes &/or enrollment changes or changes to textbooks being used for various classes. In addition, each department handles textbook related issues differently.

●**Alternate text not available for new editions:** Some students with disabilities cannot get their books in alternate form because the publisher has yet to release it in this form. This poses a problem for students with print disabilities because they cannot access the text in a form that they need.

●**Custom edition textbooks**: some classes require textbooks that are published as custom editions. Typically, these are printed on loose leaf and shrink wrapped. They cannot be resold.

●**Vouchers and students running out of money for textbooks**: Some students qualify for vouchers and if they are at times they may not cover all of the textbooks for their courses

●**Incorrect books sent from publishers:** In some cases, the publisher will send the most recent edition of books that the Bookstore orders. Depending on who unpacks the books this may or may not be noticed. If this happens and it is brought to the attention of the Bookstore they have to try to get the books from other sources and often have to have them expedited to BCC.

2. **Recent issue with dosimeters for the Radiation Technology program**: The Rad Tech program recently encountered some serious issues with getting Dosimeters that are a state requirement for students and staff. The devices are vital for the program as they collect information regarding exposure levels that are monitored for the lifetime of those who are trained and work in the field. Information collected indicated that the payment comes from Follett even though the money is collected at the Bookstore. This is a process followed by other institutions and one that worked rather flawlessly for SUNY Broome since 2005. In recent years, there have been issues. There were many emails sent to Follett regarding the delinquent account, but no action was taken until Joe contacted the Regional Manager to explain the severity of the problem. It appears that the program could have been cancelled if the devices did not arrive by Oct. 1 and they arrived on Sept. 28 or 29.   The Textbook Committee is recommending that any emails regarding the Dosimeters include any and all stakeholders in an effort to track and monitor the payment and ordering of the devices. This will help with transparency and hopefully increase awareness of how long it takes to pay the bill. The committee will also suggest that Landover provide data regarding how long it used to take to have the account paid prior to 2012 and how long it has taken for the bill to be paid since then. This may give the stakeholders and idea of the change in payment schedule that occurred when Follett took over.

3. OER's: The Textbook Committee will explore the idea of Online Educational Resources with the SUNY Broome teaching faculty in an effort to provide options for students in terms of textbooks.

4. Revised Best Practices for Textbook Adoption document: The Committee is currently in the process of revising the document that is currently available on the Faculty Essentials section of the SUNY Broome website.

VIII. Old Business
Prior Learning Assessment: Presented by Donna Rehak
a)   History of the committee
   a. Establishment of Committee - Spring 2013
   b. Review of types of PLA in use at SUNY Broome
   c. Data Assessment presented Spring 2015
   d. Work began on review of procedures Fall 2015 – Spring 2016

> **b) Current**
>   a. Completion of Procedure review – recommendations for incorporating PLA
>   b. Timeline Recommendation
>
> **c) Next steps:**
>   a. Present to Divisions offering creation of PLA prefixes for departments
>   b. Update CAI
>   c. Recommendations to forward to AVP and Deans for action
>   i. All forms of PLA – Credit by Examination, Portfolio Review, and Prior Learning assessment incorporated into one set of procedures
>   ii. Recommendation of Prior Learning Assessment Procedure
>   1. Contains method for review by Chairs of equivalent or non-equivalent courses
>   iii. Creation of a Prior Learning Web-site
>   iv. Recommendation that procedures and forms currently in use for CBE and Portfolio review be reviewed by Chairs / Deans.
>
> **d) Future Consideration**
>   a. Update AP / IB
>   b. Add CLEP

Timeline for Prior Learning Assessment Implementation
Proposed by D. Rehak and D. Kutz on behalf of the Prior Learning Assessment Committee
Updated 10-18-2016

Task	Deadline	Responsible	Done
Update to CAI	October	D. Rehak, Dawn Kutz	
Forward Guidelines forms to Deans	September	D. Rehak	
Review, Change, or Retain: Current Guidelines, Process, and forms for Portfolio Review and Credit by Exam	Fall 2016 to Spring 17	Deans	
Adoption of Guidelines, Process, and forms for Prior Learning Assessment	Fall 2016 to Spring 2017	Deans	
Presentation to Chairs, (At Chairs/Deans), Shared Governance bodies	Fall 2016	PLA Committee (D.Rehak, Chair)	
Establish PLA prefix and course numbers for any eligible learning without equivalent coursework (To be done by Chairs who agree to use PLA through the Division to the Curriculum Committee for approval)	Fall 2016 to Spring 17	Deans, Chairs	
Review of all eligible certifications by program Chairs	Spring 17 and beyond		
Creation of PLA Website	Fall 16 to Spring	PLA Committee	

IX. New Business
a)   International Education Concerns
Erin O'Hara-Leslie from the curriculum committee brought issues forward about study abroad courses. Many issues came up in the curriculum committee regarding these courses but it was decided that the issues were the purview of CAI. Issues related to the courses include the way these courses are represented on the SUNY Broome college transcript since they are not taught by SUNY Broome faculty, have not been vetted by the curriculum committee, are not evaluated by SUNY Broome faculty, etc. They simply do not fit into the current SUNY Broome organizational structure set up for courses. These courses currently yield very few FTEs so there is very little in the way of funds associated with them. So what can be done to keep these courses running while meeting all of the contractual and accreditation obligations that must be considered. Can a fast-forward like model be used, can we send department chairs to Italy to evaluate instructors, etc. This is a great program with so much potential. However, issues must be worked out. It was a program developed many years ago after the dinosaurs left but before SUNY Broome became the great institution it is today with so many more rules and regulation that govern how courses are developed and offered. Most community college do not offer this type of opportunity to students. It is mainly done through four-year schools today. What can we do to kick-start this program? There might be faculty among us interested in developing and offering more international courses, which would be a wonderful thing. We just have to make sure that what we offer is vetted properly including institution/s we work with. Previous history just makes this issue so cloudy. We have not had students from Broome utilize this opportunity for some time. It could possibly a great applied learning experience. However, there are some really big obstacles, but these could be worked out. If all of these courses have to go through the curriculum committee it would take years, there has to be a better solution, control of courses rest within each department, surely there is something that can be done that would be reasonable. It would be so disappointing and shameful if this great opportunity were lost because it was stuck in the mire. This is something that needs much discussion. The issue definitely falls under the rubric of CAI. It appears that a process is needed to deal with these courses. The curriculum committee doesn't have forms that reflect this situation since these courses, the creation of courses was a very different process at the time these were created, and it now goes against our current process. Maybe we could put a committee together to consider these serious issues and put a recommendation together for CAI, to consider. Mary Donnelly asked for a motion to form a study abroad committee to look at this issue. A motion was accepted, there were no objections and the motion carries.

b)   SWOT Analysis
Everyone is strongly encouraged to go online and complete the SWOT survey. Larry Allen, SWOT representative is present to work with the CAI on SWOT survey items. What do we want to do? Well, we are going to do some strengths and weaknesses and even threats since that might be a more suitable descriptor than weakness, even though both could be used, but we will move forward with this exercise now.

Strengths
Faculty
Student Support
Dorms – housing on campus
Ask questions – open discussions of issues, concerns – interconnected discussions
Shared Governance
Collaboration
Cooperation – inter-department, technology
Inspiration by college's history and tradition
One of the best, strongest Foundations of community colleges in the nation
Variety of courses – strong, high quality
Accessibility to instructors, flexible
TRC – faculty support
Small class sizes – accessible, faculty engagement with students (commitment to small class sizes)
Sensitivity to confidentiality & FERPA
50,000+ alumni; many active, engaged – strong support
Community aspect – strong connection, embedded, asset
Strong community support
Not top down organization; administrators who are supportive, listen, participate
Some nice looking buildings with plans for further improvements
Quality sports teams
Programs to protect students and community (CARE Team, Students of Concern, etc.)
Great grant writer
Grounds are appealing, well kept
Dedicated adjuncts
Movement of traffic, traffic flow is good, smooth
Strong campus facilities/maintenance team
Marcom – very talented
Smoke-free campus – good environment
Strong academic programs
Do well with students who transfer
Meet needs of diverse learners and students with disabilities
Day care facility on campus
Good quality coaches for teams
Vision of campus – not afraid to take on challenges, new initiatives, goals
Volunteerism, sense of commitment
Respect for professionalism
Strong Chairs – protect and advocate for their people – chain of command works
Students know their professors (not working with TA) – can get to know prof and interact with them
Students can interact with staff in offices, as well

Weaknesses: (Could also be a Threat)
Deficits in Workforce for supporting some program areas and applied learning opps (could we do more on campus to offer students opportunities)
Parking
Entrenched cynicism
Not enough F/T faculty – if there were more, it would create more investment in campus
Faculty salaries
Faculty volunteering – could create exploitation, burn-out
Communication
Facilities – some dated spaces – need for updates
Lack of advanced technology – K-12 institutions may have more advanced tech at their schools
Amount of resources committed to systems that are too complicated, add extra barriers/layers (ex. Starfish – needed?)
More frequent housekeeping/Office cleaning – beyond emptying trash cans
More staff to handle volume of work expected out of that area
Lack of use of communication methods (Blackboard)
Accessible, understandable attendance records that would be useful to faculty and staff
"Choke points" – lack of staff to handle, process everything that needs to get done and complete projects
Limited funding
Wi-Fi, connectivity, band-width not strong enough
Lack of cell phone service
Silos
Available food for residential students on weekends
Consistent practices when addressing issues/concerns
Bathroom facilities (cleanliness, set up – soap & paper towel dispensers, etc.)
Cultural responsiveness to issues
Handicap Accessibility – some spaces are completely inaccessible (regulation compliance vs. the reality)
Lack of signage within buildings (restrooms, classroom #s, Theater)

X. Adjournment
4:32 p. m. (J. Lubar moved and L. Strahley seconded)