The 2010 Fall Plenary was held at the Radisson Hotel – Corning and was hosted by Corning Community College. This year’s theme is The Power of Community Colleges.

Thursday, October 28, 2010

I. New Delegate Orientation
   A. President Tina Good welcomed new and returning delegates. She stated that to solve the continuing problem of communication, the Council will transition to using Angel more fully.
   B. A. Catalano described the FCCC Angel site and log in process and encouraged the delegates to get in the habit of looking at Angel every day.
   C. T. Good presented a PowerPoint containing the history of the FCCC and its initiatives. Highlights from that presentation are below.
      1. Recent/Current FCCC endeavors.
         a. Assessment: The FCCC has a longstanding position against externally mandated assessment
         b. The Academic Bill of Rights is still a silent threat.
         c. Seamless transfer is an ongoing item.
         d. We still have concerns about SUNY General Education and did not support the most recent SUNY BoT resolution on SUNY General Education. The FCCC has called for a review of general education.
         e. Legislation to award a non-voting seat on the SUNY BoT to the President of the FCCC never reached the floor. NYCCT sent a MOU of opposition. The FCCC has issued an MOU in support.
         f. Strengthening Shared Governance is now a matter of interest to Middle States.
         g. Advocacy on behalf of the community colleges is important. We need to find ways to deal with the legislature on such issues as funding, textbook legislation, academic freedom and intellectual property
      2. T. Good also described joint ventures with the UFS.
      3. T. Good described the charges to the present committee structure.
      4. This year’s theme is the “The Power of Community Colleges” and T. Good suggested we look for ways we can link our initiatives to the SUNY strategic plan
      5. Role of delegate:
         a. Represent your campus faculty to the FCCC
         b. Participate in work of Council and System Administration
         c. There was a discussion about a delegate’s role in voting on resolutions and whether we vote our conscience or vote as directed by our campuses. Highlights of the discussion follows.
i. S. Richman felt that delegates have a responsibility to consider their campus feelings when making a vote but a delegate needs to be independent. He feels that delegates were elected which earns them the trust of their faculty.

ii. T. Good stated that it is important to have the conversations about the issues before coming to the plenary.

iii. S. Richman commented that if an issue that has been pending and a delegate comes with his/her campus’ opinion on that issue and no new information is presented then the delegate should vote as directed by his/her campus. If new information is presented then the delegate should vote his/her conscience.

d. T. Good stated that it is important to promote shared governance and FCCC on your campus and the link between campus governance and FCCC. In addition, it is important to have clear lines between faculty governance and faculty unions. The FCCC is an academic body and deals with academic issues and not with labor issues. She pointed out that a delegate cannot ask about labor issues on the FCCC listserv. The reason for this distinction is that the organizations need to have clear and direct understandings of their respective roles.

e. Friday is FCCC day. Check Angel for updates.

f. A delegate must report to her campus leaders on deliberations and actions taken by the Faculty Council.

6. Questions -In what ways can a delegate promote FCCC on his campus?

A: Meet with your President, get a seat on your campus governance Executive Committee and create a relationship with your local BoT. Be a functioning member of the Academic Senate and talk to them about the activities of the FCCC. Encourage your campus to include you when System Administration representatives come to your campus. Be the source of information on your campus or if you need assistance, contact T. Good

II. Business Meeting

A. Call to Order
President Tina Good called the meeting to order at 2:19 pm by welcoming the delegates and thanking Bud Lawrence for all his work in putting the conference together.

B. A motion to approve the Minutes of the Spring 2010 Plenary (Reiser/Abrahams) was made. They were approved unanimously with 1 abstention

C. President’s Opening Remarks (Tina Good)
T. Good shared a PowerPoint presentation with the delegates. Highlights of that presentation are below.

1. This year’s theme is “The Power of Community Colleges” because we would like to be able to connect with the SUNY strategic plan.
2. The Power of SUNY
   a. There are six major areas of strategic plan.
   b. She asked the delegates to consider whether we are positioned to produce an effect, to influence what is happening in SUNY and at the national level.
3. Community College
   a. Access
   b. Academic Excellence
   c. Affordability
   d. Community Service
   e. Liberal Arts and Workforce Development – The national rhetoric emphasizes one over the other and we have to continue to have a voice about who gets to control our identity
   f. Core institution in America’s system of higher education
   g. Democracy’s College
4. Crisis or way of being – T. Good shared her belief that SUNY has been in a state of crisis for about 15 years and questioned when crisis becomes a “way of being.” She believes that we have reached that point. In addition, she believes that the rhetoric of crisis causes us to shorten the governance process which is detrimental to shared governance. She encouraged the delegates to resist this pressure of crisis and suggested that we start looking at things as a way of being. This shift in attitude will require that we produce “way of being” processes and procedures.
5. Sustainable and Effective FCCC- There is a lack of human and financial resources.
6. Functions of Committee in Effective Shared Governance
7. Meeting the needs of faculty and the community colleges

D. Consideration of Proposed Bylaw Revisions (Michael Delaney and Steve Richman)

S. Richman and M. Delaney reviewed the major changes in the bylaws. It was decided that the body will only vote on major changes unless there is a call for a vote. After voting on each major change, the body will vote on the entire bylaws. There needs to be a 2/3 affirmative vote for the changes to pass. Highlights of that discussion are below.

1. There are changes to the present committee structure. Student Life will be disbanded and the number of members on the Awards Committee will be reduced. Academic Affairs and Governance will absorb the members of Student Life and Awards. Academic Affairs will become Academic and Student Affairs Committee. The new committee structure will allow for more equitable distribution of labor.
2. The offices of Vice President and Treasurer will be separated since it
determined that each position has too many responsibilities to be
combined into one office.
3. The position of President–Elect will be eliminated. This position was
originally written into the bylaws with the hope that the President-Elect
would shadow the President for an entire year. The President-Elect does
not get enough released time from teaching in order to make this
practical.
4. Electronic voting will be codified. The Executive Committee recognized
that it is sometimes important to do things immediately and therefore
wanted to formalize the process.
5. Questions/Comments –
   a. Article II: Suppose a substitute, who is not the alternate, comes to
      a meeting, can he/she vote? A: No, only a delegate or alternate
can vote. The alternate can only vote if delegate is not here.
   b. Article II: Why was the SUNY Provost added to the bylaws but the
      Vice Chancellor was not added? A: The Vice Chancellor is already
      a member.
   c. Article II: The bylaws never mention that the alternate has the
      power to vote. Should this be addressed? A: The bylaws were
      change to address this.
   d. Article III: Do all delegates have 3 year terms? A: No, it is up to
each campus to determine the term of its delegate.
   e. Article III: Would it make sense to put some information in the
      bylaws about the campus process? A: In a sense it is already
      covered in opening sentence of this article.
   f. Article IV: There was a question about the use of the word
      “assigned”. A: It was explained that the intention of the statement
      was to build consensus. The language was changed.
   g. Article V: Do term limits exist for the President? A: The bylaws say
      that the President can be re-elected for successive terms and that
      there is no term limit.
   h. Article V B 1: The language was changed to reflect the need to
      replace a vacancy in the office of the President
   i. The strike-through changes made to Article VB2a were eliminated.
   j. Article VI C: Should the article specify faculty governance
      organizations? A: No because we need to keep things flexible and
      not every state is like New York.
   k. Article XB: How often do you envision we have will use electronic
      voting? A: It will probably be used very seldom.
6. Votes
   a. A motion to approve Article VI was made (Committee/Giorgianni).
The highlights of the discussion are below.
   i. Additional language was added to the charge of the Awards
      Committee.
ii. There was a concern about the ability of the standing committees to complete their responsibilities, such as building consensus or drafting documents, due to their size. S. Richman pointed out that the initiatives of the standing committees will fall to subcommittees.

iii. A motion to call the question (Barthel/Boyd) passed.

iv. The motion on article VI passed unanimously.

b. A motion to approve the bylaws as amended was made (Committee/Reiser) and passed unanimously with no discussion.

E. ANGEL Update (Ann Catalano) – suspended to the business meeting tomorrow

F. Liaison Report – Dustin Swanger, the liaison from NYCCAP and President of FMCC, addressed the delegates. Highlights of his address are below.

1. He acknowledged the good strong relationship between NYCCAP and the FCCC.

2. He shared that the following items were on the Presidents’ agenda.
   a. Budget – There was a reduction in the FTE rate. In addition, part of that FTE rate is from federal stimulus money and will be eliminated next year. There is a loss in rental aid, capital money, child care, categorical, and technical support with no additional support from the counties.

   b. Since community colleges have become a focus at the national level, there is now discussion at the Federal level about completion rates. Obama has mentioned that he wants completion rates of 55% across the board (it is currently about 23% nationally for community colleges). D. Swanger believes that to hold community colleges to the same graduation rates as Ivy League colleges is probably not appropriate.

   i. Questions

   1. Do you believe this idea is understood at SUNY? A: It depends on who you talk to. People who deal with the community colleges do, others probably not. We have to chime in on this discussion, if we want access, we have to improve our graduation rates but we cannot be held to the 55%

   2. At the summit at the White House, success was defined in terms of graduation rates, but not all community college students plan to graduate. A: I agree we need to meet the needs or goals of our students.

   c. Civility on campus and how do we address this on our campuses – He encouraged faculty and staff to take an educational approach. He does not believe that the incivility is intentional but that students are uninformed.
d. How do we get students to read assignments and be prepared for class? A: He believes that we are caught in a loop. High Schools do not require students to read. We are reinforcing this by not requiring them to read. Pressure on younger faculty to meet graduation rates might be a reason for this reduction in requirements.

i. Questions:

1. With the emphasis on graduation rates, faculty are concerned about the lowering of standards. A: It is not his intention to advocate for lower standards. He believes that we need to have graduation standards and completion standards that are appropriate and set by the faculty.
2. How do we get the students to meet these standards? A: The students should be reading material about the subject matter outside of class.

e. Space on campuses is a challenge for all of us.

f. Enrollment and transfer – He shared that the Chancellor told NYCCAP that she is strongly encouraging state-operated campuses to reduce their enrollment because the legislature has reduced their funding. He wonders what is going to happen to community colleges transfers

i. Questions

1. Is System aware that fewer and fewer community college students are transferring to SUNY? A: SUNY people know that sometimes it is easier to transfer to private institutions.
2. Is there any conversation about which programs will be targeted for reductions or maybe increasing 3rd and 4th year classes while reducing 1st and 2nd year classes? A: I have not been part of the conversation. The Chancellor would like to reduce the number of incoming freshman in January. He felt that we need to be vigilant about this T. Good shared that there’s a strategic enrollment management transformation team that is supposed to look at issues of capacity and suggested that we ask the Chancellor to comment on this issue.

h. Questions –
1. A concern about the lack of funding for professional development was expressed. This is especially worrisome given the increased use of adjunct instructors. It was noted that the support from SUNY has not changed in 40 years. It was suggested that the legitimacy of our degrees may come into question due to this lack of professional development. A: He responded that he supports professional development on his campus but not at the level he would like. He believes that Middle States accreditation will emphasize faculty development within their discipline and as teachers.

2. T. Good wondered if we could work together with NYCCAP and SUNY to organize regional professional development workshops. A: I believe NYCCAP will support that. I. Cook suggested that we could use more of the funding from the Conversations in the Disciplines and requested that he ask the Presidents to advocate for proposals to come from community colleges.

3. What is the current mood of NYCCAP on giving the President of FCCC a seat on the SUNY BoT as non-voting member – A: Personally, he believes that neither the UFS, FCCC nor the Presidents should have a seat on the BoT. That being said, he believes that the request speaks to the equity of the FCCC with the UFS. Since he believes this is going to happen he is going to suggest that the Presidents take advantage of the situation. If FCCC is going to be in room with BoT then he would like to make sure that the President of the FCCC knows where NYCCAP stands on the issues so community colleges are represented to Board.

4. SUNY expects the community colleges to map their strategic plans to the SUNY strategic plan. Is NYCCAP embracing this concept or pushing back? Are we immune because of our mission? A: Pushing back would be ill advised but we should not force a fit into the plan. The SUNY plan is broad so it is not a stretch for us to fit into the SUNY plan. Pushing back is not going to get us anywhere.
5. Considering liberal arts are not infused in the SUNY strategic plan, are liberal arts programs in danger? A: The SUNY strategic plan is based on economic development but all employers want students to be able to read, write, do math, work in teams, and communicate. These are all part of a liberal arts education. The strategic plan is trying to sell NYS to support SUNY and the way to do that is through economic development. The 6 big ideas in the strategic plan are not the same big ideas on which most liberal arts faculty would like to focus.

G. Adjournment – The meeting was adjourned at 4:30 pm

III. Committee Meetings – The membership broke to meet in committee.

IV. Dinner Speakers:

A. Johanna Duncan-Poitier, Vice Chancellor for Community Colleges and Deputy to the Chancellor for the Education Pipeline

Highlights of the presentation are below.

1. Community colleges are essential to the state, the nation and the world.
2. There is a linkage between the Education Pipeline and her office of Vice Chancellor of Community Colleges. The community colleges work with many students from the “leaky” pipeline and we must do more to strengthen the pipeline.
3. She described her vision of the Vice Chancellor’s position. She felt that the community colleges are a unique sector and the Vice Chancellor needs to advocate for them. She will be proactive on behalf of the community colleges and will promote this sector as an important part of SUNY.
4. She supports the concept of one system. The pipeline does not deal only with community colleges but all 64 colleges and there is only one faculty, the SUNY faculty.
5. She shared what she has learned since she has taken office.
   a. Community colleges are generally misunderstood and underappreciated.
   b. Each community college has a unique identity with varying faculty needs and BoT support.
   c. Community colleges need an advocate and a voice.
   d. There are both benefits and challenges to higher enrollment such as a dangerously high reliance on adjunct faculty and increased demands on facilities.
   e. There is always a need for more money. There needs to be higher standards of academic success for TAP but those should not change right before the beginning of a semester thus jeopardizing student funding.
Success at the community college level is not measured appropriately.

There needs to be recognition of the importance of the community colleges within SUNY and the importance of the community aspect of the community college mission.

The faculty of the community colleges does not feel like they are held in the same high regard as the faculty at the state-operated campuses. They work with more underprepared students and their work is more challenging. There is no acknowledgment of the differences in workload between community college and state-operated faculty. She believes that the community colleges do not know how to take credit of the good they do because they are too busy working with students.

Transfer is a challenge. The Chancellor promises our students who graduate with an AA or AS degree a place at a 4-year institution but that seat may be in a location far away.

Community colleges need to be respected for the work they do. Community college missions are different than those of the 4-year institutions.

B. Dr. Nancy Zimpher, Chancellor, State University of New York

The Chancellor shared a PowerPoint presentation with the delegates. Highlights of that presentation are below.

1. The ultimate mission of SUNY is to learn, to serve, to teach.
2. The strategic plan looks at what we can do beyond our gates in service to NY and to serve the citizenry of NY.
3. She discussed the implementation of the strategic plan.
   a. Enlisting data groups to help develop policy with respect to an economic impact study with common metrics to find a common way to talk about economic impact.
   b. Development of innovation teams to help us determine what matters most.
   c. Development of transformation teams to work on what SUNY needs to do for itself.
   d. All the teams will have a community college representatives on them.
4. There is a need for better communication to show that we are one system.
5. There is a need to advocate for SUNY.
6. She supports the idea of an annual report card based on data to show SUNY’s competitiveness.
7. Diversity is important.
8. There needs to be a commitment to workforce development.
9. Questions:
Given the cap on enrollment at the 4-year institutions, where will our students go when they transfer? A: We keep getting deeper cuts in funding and we need to take a political stand. We are sensitive to the needs of transfer students. Give us a year to see what happens; the effect of this stand as a political strategy and we'll review the policy. D. Lavalle replied that System has looked at historic data. As the first-time student enrollment at the 4-year institutions decreases, there will be more room for transfer students.

b. We are concerned about the closing of programs in the arts and humanities at Albany. A: The severity of the funding cuts is causing serious decisions to be made. We need to be more assertive about process. D. Lavalle is in conversations with campuses about ways SUNY can help with these program. D. Lavalle responded that we went through the kind of process one should go through on a campus when thinking about program closings. We are working on creating collaborative programs across SUNY.

c. SUNY has a history of not pursuing high quality students. Comments? A: This needs to be looked at.

d. How do we as a system continue to do everything we do? A: The plan is SUNY; we try to service all the needs of the people.

e. How can community college faculty become involved in professional development when we do not have our tuition paid for at SUNY schools? A: This is a good topic for a discussion at the leadership innovation team. T. Good suggested that we present accurate information to the Chancellor about this issue.

f. There is an increase use of adjunct faculty. Is there any long-term vision about this? A: That is what the enrollment management task force is studying. SUNY needs to look at itself as one big enrollment process.

g. What can we do as a Council to help with social issues? A: We are asking college Presidents to map campus strategic plans to the SUNY strategic plan.

Friday, October 29, 2010

I. Welcome
   A. Tina Good, President of the Faculty Council of Community Colleges, welcomed the guests and thanked Bud Lawrence.
   B. Bud Lawrence, Plenary Host, Corning Community College

II. Dr. David Lavalle, Provost and Senior Vice Chancellor for Academic Affairs
Highlights of D. Lavalle’s presentation are below.

A. System is investigating joint faculty appointments across campuses where there is not enough students to offer class on one campus. In addition, they are working on collaborative programs, joint degrees and/or shared offerings in areas where there does not exist sufficient enrollment such as languages, geology, physics, etc.

B. Community college representatives are members on strategic plan committees--on innovation and transformation teams. He’s interested in academic excellence and how campuses choose those standards of excellence.

C. Strategic enrollment manage with respect to capacity issues
   1. The Provost’s office will focus maintaining the 2009 enrollment levels. He believes that with increased enrollment there is a reduction in standards, larger class sizes and increased use of adjunct faculty
   2. He suggested that a way to increase capacity is to take students after completion of AA or AS.
   3. The office is also looking at those cases where students are taking significantly more credits than they need to graduate. He believes that if students graduate on time with right number of credits then it frees up room for capacity.

D. Questions:
   i. Are the target numbers set for each campus or as a system? A: Target numbers are set for each campus but the sum total of all students is set at a system level. The 2009 enrollment numbers are the target values.
   ii. Are these target levels a system policy? A: yes, we are setting policy. Letters are going out to the Presidents on Monday. We have set targets for years but previously these targets were funded targets which meant that if a campus went over its target it could keep the additional money. Now if a campus goes over its target, the additional money goes to SUNY to fund those campuses that do not make their targets.
   iii. Do colleges get one big check at the beginning of year? A: Checks go out quarterly
   iv. What are the advantages for an individual campus to increase enrollment since it will be funding other schools? A: We have been in discussion with the campuses to determine the appropriate target numbers. We do not want to drive campuses to do this on a marginal cost. Both the faculty and academic administration recognize the disadvantages of having enrollments that are too high.
v. If you are promoting the idea that a student stays and finishes an AA or AS degree, what will happen to the independent study/ non-declared studies student? A; We are not going to prohibit schools from taking a student without degree but the data supports the idea the students with degree are more successful. He wants to move the percent of AA/AS graduates from 60% to 80%.

E. Student Mobility website –The Provost presented some slides about the student mobility web site. The preview launch of the site will happen in mid-November and he is looking for feedback. The site will go live in January for beginning of the spring semester and will be finalized in April.

1. This website will contain a different number of transfer courses. The minimum number of approved courses is 15 while the maximum number of courses is 34.
2. The site includes additional information about transfer and choosing a major.
3. The faculty disciplinary groups have finished the course descriptors for 90% of all transfer majors. They are currently working on those majors with a smaller number of transfers.
4. The course descriptors should be up in November.
5. The Student mobility transition committee is being formed. This committee will address appeals from campuses. There will be a separate process for student appeals.
6. Questions:
   a. Do course equivalencies go beyond the formal articulation agreements? A: Yes, the information on the site comes from the ACTS website.
   b. Is the ACTS link being updated? A; Yes
   c. How is general education represented on this website? A; General Education will be on website. It is ready to be loaded now. For the major courses, we are looking at the course-to-course articulation agreements data bases and looking for overlap. The campuses will be able to check the website for correctness. We are developing processes so that when a campus submits a course to System, the website will automatically be populated.
   d. What is your position on the review of general education? A: We are currently implementing the BoT resolution. This has led to a lot of reviews at senior colleges as to how they are going to handle it. The campuses are deciding whether they going to just accept the SUNY general education requirements or if they want to make adjustments. He believes this process will take a full academic year. He would like to wait until at least then before beginning a review. He stated that this decision does not preclude us from beginning the discussions informally.
e. What about the relationship between the strategic plan and general education? A: The FCCC should come up with some concrete ideas about general education and then when we are ready to engage everyone we have some things to put on the table. He believes it is not a good time to involve all the campuses.

f. What is the ongoing process for updating the website? A: We want to have it come in encoded as the course is submitted.

g. One of our concerns is that all of this coding is being done with respect to the general education categories as they currently exist. Is this action liable to so entrench us systematically that we won’t be able to make changes? A; I think that this coding system will actually make it easier to make changes.

h. Is there a working definition of diversity at System? A; It depends on the context. If you talk to enrollment officers about diversity there are many different parameters: cultural, geographic, racial. One of the challenges with respect to curriculum is how are you going to ensure that it is meaningful and that students are really going to see new things.

III. Liaison Reports
A. Ken O'Brien, President, SUNY University Faculty Senate
   1. Two resolutions were passed at the UFS Plenary. One called for the development of a process for program closure. The other dealt with a System Administration committee to explore the critical elements of a curriculum.
   2. T. Good and K. O'Brien will be co-chairing the shared governance transformation team for the strategic plan.
   3. Budgeting – K. O'Brien noted that the funding structure of the state-operated campuses is very different from that of the community colleges.
   4. Question: Is there a System policy regarding consolidation of programs? A; There is a system wide policy about retrenchment. System gave the campuses permission to create and implement retrenchment plans but what happened at Albany did not seem to follow normal campus procedures. There is no system policy on steps to be followed by a campus for a program closure. He is concerned that program closure is retrenchment by another name.

B. Michael Barnhart, Representative, CUNY University Faculty Senate
   M. Barnhart addressed the delegates. He shared that faculty at both the community and senior colleges are part of the CUNY Faculty Senate. CUNY is facing same budgetary issues as SUNY. The community colleges have had historic increases in our enrollment and are overwhelmed. Increased enrollment helps somewhat with funding but it also poses many challenges. They are currently trying to support the Chancellor’s initiative of the Compact which would ensure some type of steady funding stream with regular small increases in tuition and TAP. CUNY is currently embarking on creating a new community college. Discussion on this item follows.
1. M. Barnhart shared that this new community college poses many challenges. The planning for this endeavor has been led by CUNY administration and there are many structures that are somewhat alarming.
2. Students attend full time thus limiting the access to this college.
3. The curriculum will be narrower and will focus on workforce and academic training. There has been a debate among the faculty over the quality of those courses.
4. Questions:
   a. One course will cover both workforce development and academic goals? Will these be new courses? A; The focus of all the courses will be on NYC. The Faculty Senate is concerned about wasted credits and courses that will not transfer.
   b. Did faculty create these courses? A; Yes but faculty and faculty consultation are understood differently. The administration relied on outside consultants to generate the outlines of those courses with a final review by faculty but Faculty Senate had no input on selection of the faculty involved in the final review.
   c. Do all community colleges degrees have 60 credits? A; Yes

C. Julie Gondar, President, Student Assembly
   1. J. Gondar shared that the Initiatives of the Student Assembly are outreach, cost of textbooks, enrollment by charter schools, empowering student government and going green.
   2. The budget continues to be an issue. The Student Assembly would like to educate students on how the budget currently works, work on building legislative relationships and creating one document that illustrates the effects of budget cuts on all the campuses.

D. Cynthia Demarest, Executive Director, New York Community College Trustees – A written report will be on Angel.
   T. Good stated that legislation was introduced to allow the President of the FCCC to have a non-voting seat on the SUNY BoT. The State Assembly had passed the legislation but it did not come to the floor of the Senate. The process will have to begin again. She reminded the delegates about the NYCCT Memorandum of Opposition, which identified the FCCC as a union. The Council issued a Memorandum of Support to correct the misinformation so that the legislature would not be confused about our role. She has had conversations with NYCCT but they are not going to change their position.

V. **SIRIS - John Porter, Associate Provost for Institutional Research**
   J. Porter shared a PowerPoint presentation with the delegates about SIRIS. Highlights of his presentation are below:
   A. SIRIS is a data collection system that has paved the way for future SUNY file submissions. It was started in 2002.
   B. J. Porter discussed legacy systems and their limitations.
   C. J. Porter shared information about SIRIS.
1. The system is integrated and was designed by SUNY and some campuses in 2003/4. It was approved for implementation in 2005 and some community colleges implemented SIRIS in 2008.

2. There are 7 modules in SIRIS
   a. Course: This is a campus catalogue description, sent in as needed. General education will be identified in here.
   b. Student: This is submitted each term.
   c. Term/selection: This is course enrollment data. This information is gathered upon completion of a course and will record the earned outcomes in each course.
   d. Questions –
      1. Could you in theory track the grading practices of an individual faculty member? A: Why would we want to do that? This is not an issue of concern to us. We are more concerned about how students are working through the curriculum and performing. Individual faculty grading practices is a campus issue, not a System issue.
      2. Could we use SIRIS to identify patterns of success after students transfer? A: That’s something that I want to be able to give you. We need to know how our students are performing. The state has embarked on a P-20 tracking system and they are going to merge P-12, college and workforce records into one database.
      3. Will we have the ability to see how effective general education is and how it transfers? A: yes
      4. Could analysis of the data tie into a definition of success? A; I would like to know how much of their course work is being taught by full time faculty.
      5. Is there a guideline for the definition of a part time teacher? A: We ask for each faculty member’s title. Faculty who have to be assigned to a department to be counted as a full time; an administrator teaching one course is not considered a full time faculty member.
   e. Degree – This is reported once a year.
   f. Student financial aid – This is reported annually.
   g. Student revenue – This is reported biennially. The Higher Education Opportunity Act requires that all campuses make available, on a website, a net price calculator to students that is easy to use to determine their costs of education. The calculation must include financial aid awarded, tuition and fees. It is no longer sufficient to provide students with estimated costs. This will help us understand how students are funding their education. This will roll out next fall.
3. Access - Once a campus sends in data, the campus will review it and then the campus can lock it. The data is then reviewed by SUNY and frozen. Campus information can be downloaded by the individual campus through SUNY’s data warehouse. It is up to the individual campus who can have access to the data.

4. Future: J. Porter would like to work with FCCC on better understanding campus data needs. He thinks we should agree on data sharing policies.

5. Benefits of SIRIS -
   a. Students are tracked through a unique SUNY ID.
   b. There will be a better understanding of how course-taking patterns and curricula impact student success.
   c. SIRIS provides infrastructure for transfer.
   d. Community colleges are the remediation engines in SUNY but currently do not have common SLOs thus making it difficult to determine whether remediation is effective. He believes that we will get more information from the P-20 system.
   e. SIRIS will provide a better understanding of faculty workload/ dept/ discipline/ course and how it is distributed.
   f. SIRIS supports and will be linked to the P-20 data system.

6. Questions
   a. Will students have identification number? A: They will carry a SUNY ID number in addition to a P-20 ID number.
   b. We have some major concerns about the misuse of data and would like to make sure that processes are in place so that we know ahead of time how the data will be used. Is there some way we can work with your office to have more faculty governance involved in the process? A: Process questions will be left for those higher up. He stated that he has been very careful about how the data is used.
   c. A policy about the appropriate use of the collected data can serve to protect us from misuse. There is a concern about the future players. A; J. Porter shared that at his previous institution data was factored into the faculty performance standards that already existed.
   d. Is student goals part of that data? A: We already ask that. He asked the delegates for suggestions of additional items that should be added to the data base.
   e. How do we measure success? Retention and completion rates do not always reflect success at the community colleges. Could we come to you to help us redefine success? A: To make something like that work we would have ask the students their goals but yes I can help you. J. Porter shared that he would be interested in having the FCCC look at the questions that are currently being used and to provide feedback.
   f. Is the delivery method of the course, such as online, hybrid traditional recorded? A: Yes, we do identify mode of delivery.
g. The terms lecture, seminar are used. Is there a definition? A: We provide definitions. A lecture is defined as organized instruction as opposed to individual instruction or studio instruction, not a lab
h. Is class size also collected? A: Yes

VI. Lunch speaker Andrea Rubin, Corning Community College
VII. Business Meeting
Due to the lack of pressing business and the fact that all reports are posted on Angel, it was decided that we would suspend most of the agenda of the business meeting.

A. Call to Order – 2:30

B. Old Business - suspended

C. New Business

1. President’s Report (Tina Good) – in Angel
2. FCCC Liaison Committee Reports
   a. UFS Awards Committee (Iris Cook)
      i. Proposals for Conversations in the Disciplines are due 4/1. Funding is $5,000 awarded per proposal and has not increased.
      ii. There was a request to have a Faculty Exchange Scholars program.
      iii. Criteria for 2010-2011 for Chancellors are set. All campuses are urged to participate in all the awards.
      iv. The committee is considering clinical and adjunct faculty for Chancellor’s awards. This is still much discussion going on and I. Cook is looking for suggestions.
   b. UFS Governance Committee (Nina Tamarowski) – in Angel
   c. UFS Student Life Committee (Charley Boyd) – in Angel
   d. UFS Undergraduate Committee (Art Lundahl) – in Angel
3. Information Officer’s Report (Ann Catalano) – postponed until Saturday
4. Standing Committee Reports
   a. Governance (Michael Delaney, Steve Richman) – in Angel
   b. Academic and Student Affairs (Art Lundahl, Kimberley Reiser) – in Angel
   c. Awards (Iris Cook)
5. Traditions if anyone is interested in joining a subcommittee to work with UFS to work on this initiative, contact M. Murphy.

D. Adjournment 3:00

VIII: Committee Meetings – The members broke into committee.
Saturday, October 30, 2010

I. Committee Meetings

II. Business Meeting

A. Call to Order – President T. Good called the meeting to order at 10:15am

B. Old Business -

1. Information Officers report: A. Catalano presented a PowerPoint to the delegates about Angel.

2. Regional Professional Development Discussions
   T. Good acknowledged a continuing need for professional development and no additional funding. In addition, there is a rising call for regional collaboration. The delegates broke into regional groups to discuss possible ideas for professional development. T. Good suggested that the workshops should be linked to strategic plan. The ideas from the committees follow.
   a. Region 1:
      i. Looking at the underprepared students, the challenges facing educating this student and outreach to the high schools.
      ii. The education pipeline
      iii. What constitutes liberal arts?
   b. Region 2 - How campuses are addressing sustainability
   c. Region 3:
      i. The college/ high school relationship
      ii. Sustainability
      iii. Liberal arts and higher education
   d. Region 4:
      i. Shared governance
      ii. Civility and its impact on learning
      iii. Dual credit/dual enrollments
      iv. Identify for women
   e. Region 5:
      i. Preserving academic freedom
      ii. Discipline specific teaching methodology
   f. Region 6:
      i. How to effectively manage and deal with the needs of returning veterans
      ii. Reviewing ongoing faculty development opportunities that already exist in teaching and learning centers and finding ways to cooperative with one another

C. New Business

1. FCCC Committee Reports and Resolutions
   a. Academic and Student Affairs (Art Lundahl, Kimberley Reiser)
      i. Three subcommittees
1. Developmental studies/ remediation – A. Regula (chair) / S. Chatterji (secretary) – This subcommittee will be doing research on what campuses are currently doing with developmental education and then describe the best practices currently in field.

2. Transfer and Student Mobility – M. Schmidt (chair) – This committee will review the history and current issues of this topic. In addition, when the transfer website goes live, they will review it and look at ways to guide this initiative forward

3. General Education – R. Lathrop
   ii. A. Lundahl will work with the UFS on the Program Review Guide
   iii. Information on credit vs. contact hours will be sent by D. Moeckel to be posted on Angel.
   iv. Resolution on Appropriate Use of Data

K. Reiser presented a resolution on the appropriate use of system-wide data.

1. Motion to approve the resolution was made (Committee/Lundahl)

2. Discussion –
   i. S. Richman spoke in support of the resolution
   ii. T. Good made an amendment to change some language in the resolution. Since there was no objection from the floor, the amendment passed.

3. The resolution passed unanimously – Appendix A

4. R. Peterson reviewed the process of getting support from the individual campuses on a resolution. He suggested that delegates inform their Presidents and Vice Presidents about this resolution since their governance groups are specifically mentioned in the resolution. He stated that the Executive Committee will formally communicate to the delegates if a campus should support a resolution.

b. Awards (Iris Cook)
   i. The committee handed out a formal report to the delegates.
   ii. The committee discussed the criteria for a Chancellor’s award for adjunct faculty.
   iii. I. Cook urged all campuses to become part of the Distinguished and Chancellor awards.
   iv. The committee is looking for nominees for the Distinguished Service Award.

b. Governance (Michael Delaney, Steve Richman)
   i. Governance will have 2 subcommittees, one will focus on strengthened shared governance and the other will focus on advocacy
   ii. Members of the committee volunteered for the following tasks:
      1. Drafting a letter for use by campuses to advocate for a seat on the SUNY BoT for the President of the FCCC.
2. Drafting a proposal to change the code so that the language about the FCCC purpose is more accurate and the bylaw language is brought up to date.
3. Organizing a group to go to SUNY Advocacy day on 3/8/11.
4. Researching individual campus policies on program closures and then creating a resolution.
5. Assessing the effectiveness of the changes in the Bylaws.
6. Creating an up-to-date listing of governance organizations in other states.
7. Working with the SUNY transformation team on shared governance.
8. Planning activities for the campus governance leaders for the spring plenary.
9. Creating a survey about the individual campus policies on academic freedom.
11. Enhancing our visibility among the Legislature and our individual campus trustees and reaching out to NYCCT to clarify who we are and what we do.
12. Focusing on advocating for one or two pending bills. It was thought that Jim Campbell could provide advice on which bills are most important.
13. Questions
   i. Is a group of faculty going to discuss textbook legislation? A: Yes. The committee will be working on this.
   ii. Will there be elections for the Vice President and Treasurer between now and next election given the change in the bylaw? A: No

2. Budget Report (Margaret Murphy)
   a. We received a total of $53,500.
   b. T. Good shared that the Executive Committee wanted to review the initiatives from this meeting before developing a budget and will present a proposed budget before end of year.
   c. T. Good reminded the delegates about the meeting on 1/13/11 at System Administration. She stated that the delegates will be receiving information soon though focus of the meeting with be general education. She encouraged delegates to keep down costs and that no meals will be reimbursed through the Faculty Council.

D. Future Meetings
   1. Spring 2011 Plenary—Fulton-Montgomery Community College
   2. Spring 2012 - Onondaga
III. Good of the Order
Iris Cook read two good of the order resolutions into the record. Appendix B and C

IV. Adjournment – The meeting was adjourned at 12:08 pm
Appendix A
Resolution on Appropriate Use of System-Wide Data
Resolution #ASA1: 2010-2011
October 30, 2010

WHEREAS, the information collected through SIRIS provides SUNY with necessary and accessible data which can be used to better inform our understanding of higher education issues, including but not limited to student success, transfer and articulation, and remediation, and

WHEREAS, the information collected through SIRIS will be valuable in supporting the SUNY strategic plan, and

WHEREAS, principles on the appropriate use of information were advanced in the 1998 Report of the Provost’s Advisory Task Force on the Assessment of Student Learning Outcomes, and “reaffirmed and reiterated” in the September 2009 Report of the Provost’s Advisory Group on the SUNY Assessment Initiative, as expressed in the following statement:

“...the purpose of assessment is for the excellence and improvement in programs, pedagogy and student learning, not for the evaluation or comparison of persons, programs, or institutions”

and

WHEREAS, those principles are endorsed by the UFS, the NYCCAP, the SUNY Chief Academic Officers and the Student Assembly, and

WHEREAS, the collection of data and use of data is essential to participatory decision making in shared governance, be it therefore,

RESOLVED, that the Faculty Council of Community Colleges calls for the formation of an advisory committee to the Senior Vice Chancellor and Provost and the Senior Vice Chancellor and Chief Operating Officer to develop and recommend system-wide policies and practices for gathering data from campuses throughout the system and its appropriate use, and be it further

RESOLVED, that the committee should have broad representation, including representatives from the Faculty Council of Community Colleges, the University Faculty Senate, the New York Community Colleges Association of Presidents, the SUNY Chief Academic Officers and the Student Assembly.

Approved Unanimously
Appendix B
Thanks and Appreciation

WHEREAS the Corning siren beckoned and like lemmings to sea – we came, and
WHEREAS nature’s many colored arms waved us onward to a magic destination, where the Radisson did welcome us with radiant colors and the magic of air to cradle our weary bodies!, and
WHEREAS our souls were nurtured, our minds expanded (as did our waistlines) post the many repast and Café London treats, and
WHEREAS our colleague Bud supplied all manor of earthly delights – pretzels, nuts, sweets, mugs, pictures, and the like, therefore
BE IT RESOLVED that the Faculty Council of Community Colleges expresses its heartfelt thanks and appreciation to host Bud Lawrence, VP Andrea Rubin and all of Corning Community College for a splendid and resplendent Fall Plenary Meeting, this October 2010.

Accolades to all!

Appendix C
Recognition of Tina Good

WHEREAS she has done it again – a wonderful fall plenary meeting filled with stimulation of all kinds – intellectual, informational, interactional and institutional, and
WHEREAS we have learned, become involved, yes, enjoyed outstanding collegiality and once again become a whole greater than any of its parts, therefore
BE IT RESOLVED that the FCCC expresses its deepest appreciation for the Presidential leadership so well and completely executed, to President Tina Good at this Fall Plenary meeting – October 2010