Faculty Council of Community Colleges
Spring Plenary 2011
Minutes

The Spring 2011 Plenary of the FCCC was hosted by Fulton-Montgomery Community College at the Holiday Inn in Johnstown, New York. The plenary was held on March 24 – 26, 2011

Thursday, March 24

I. Call to Order - T. Good called the meeting to order at 1:47 pm

II. Welcome Business Meeting
   a. T. Good called the meeting to order at 1:47 pm.
   b. T. Good welcomed the delegates to the Spring 2011 plenary.
   c. She suggested that in a world that is currently dealing with many natural, political and manmade disasters, education is the key to survival. There is also a concern about what is happening at the national level with respect to public employees, public higher education and shared governance. She stated that it is vital for us to take care of our core. She shared that she has heard that the community colleges are the “silver bullet”. She suggested that we consider what is being implied by this metaphor and the strategies we should implement to counter the current discourse.

III. Committee Meetings - The delegates attended committee meetings

IV. Governance Leaders Meeting - The campus governance leaders and delegates participated in a round table discussion of governance on their campuses.

V. Dinner Speakers - There was a presentation by The Democracy Commitment; a new national initiative for civic learning and democracy engagement of community college students.

Friday, March 25

I. Welcoming Remarks
   A. Tina Good, President, Faculty Council of Community Colleges
      T. Good welcomed the delegates, alternates, liaisons, and guests. She discussed the power of the community colleges goes beyond work force development with complex roles and responsibilities. She reminded us to be aware of the being lost in the metaphors we use. She stated that we need to construct access to our responsibilities, governance is one path to access and we must increase the vitality of that path way.

   B. Dustin Swanger, President, Fulton-Montgomery Community College
D. Swanger welcomed all participants. He stated that community is part of our name and though we need to be a critical part of the community, it is a challenge to balance resources.

II. Dr. David Lavallee, Provost and Executive Vice Chancellor for Academic Affairs State University of New York

1. D. Lavallee shared that 300 faculty have worked on the various disciplinary panels in preparing the student mobility website.
2. D. Lavallee shared a PowerPoint with the delegates on Access to Success. Additional comments from that presentation are below.
   a. NASH – National Association of System Heads
   b. EdTrust – independent nonprofit focus on degree completion and access
   c. SUNY’s goal is to get the access and performance gap for under-represented and low-income students to 0. Some of the state operated campuses and the community colleges are already there. There are best practices within the System
   d. 20% of community colleges admissions are students transferring into the community college.
   e. NY community colleges are slightly below the national average for graduation rate of 29% for AA degrees.
   f. Transfer students at the state operated campuses graduate at a higher rate than native students
   g. Questions:
      1. What does the label “access + success” mean? A: Combining access and success together to determine if we are achieving both.
      2. Are the transfer numbers for transfers solely with the System? - A: That is all we have data on. We are part of a P-20 system and if we match this with a clearinghouse, we might be able to get much better data on where our students go.
      3. Are the students first time/full time? - A: Yes
      4. Since target numbers are given to the campuses, what kind of support is also being given? - A: There is support in the Provost’s office such as providing examples of best practices and analysis of data to show where the pieces are working, and providing ideas about how to publicize programs.
      5. Does this practice raise the possibility of comparing campuses? - A: That’s always a question. Continuation of program is based on enrollment and need but you might be able to compare your program with a more successful program to improve your program. He believes that more data in the hands of people who are
implementing something is better and that faculty can use data to improve their programs.

6. Once the data is provided to a campus, will the data stay in house? A: The focus is not on punishing anyone or sharing dirty laundry but at some point we may need to share data. The focus is to get things to work better.

3. Student Mobility update
   a. D. Lavelle showed the delegates the current transfer website and the transfer planning tools.
      1. The SUNY transfer paths display the overriding discipline and then will provide the student with choices for more specific majors.
      2. He stated that more work needs to be done with regard to course equivalents. The information currently listed has been received from the state operated campuses.
   b. D. Lavalle stated that the first page of the student mobility website should be a primer for student containing advising tools such as what’s an AA degree, what’s a major, etc. This will be available in the fall.
   c. Questions:
      1. Are you going to be constantly updating this website? -- A: The website will probably be updated this summer and then once a semester. D. Lavellee described the appeals process. He stated that when a campus submits an item for the website, his office will review it. If they support it, the item goes on the website. If his office does not believe it fits, it is sent to a committee for a decision.
      2. Why don’t we investigate being able to click and compare? - A: System will be working on this option this summer.
      3. Will this website aid in seamless transfer and state operated campuses accepting transfer students fully with their degrees? - A: D. Lavelle responded that the website is a start. Currently, over half the state operated campuses accept the SUNY general education as their full lower division general education if students transfer with their degree. System would like to make more of that information available on the website so that students complete their degree before transferring. Having students complete their degrees before transferring will help with to respect capacity; the system will gain 20% more seats for transfers. He noted that students who transfer without degrees graduate at the same rate as those who have degrees.
4. When it was suggested that the website be reviewed as part of the AoM process, D. Lavelle supported this idea.

5. When we are sending up new programs, is this going to part of these charts we fill out? - A: System is going to suggest this.

6. Can you provide some information about the cross registration policy? - A: The current document is the third draft, though it is not as broad and global as he had hoped. System is trying to make it as reasonable as possible for students to complete their degree work. If a student can show his home campus that he really cannot enroll in a needed course in a given semester, he would be able to take it at another SUNY institution. Previously that was difficult because the receiving campus did not receive any funding. With this policy the home campus keeps the tuition but the receiving institution gets FTE.

7. Was any cost/benefit analysis done on the effects of the implementation of this policy? - A: Yes, we worked a lot with the business officers. He believes it is a win-win situation for everyone.

8. Is the cost on campuses to implement this worth the benefit to students? - A: System does not anticipate that any of the Registrars offices would need to hire any additional staff.

9. Elaborate on early college initiative – A: Early college is a term for the fact that a particular high school has signed on to having their students take college courses as a regular part of what they do. It could mean dual enrollment, where a student receives credit from both institutions, or a high school student taking college courses taught by high school teacher and receiving only college credit.

III. Liaison Reports
A. Dustin Swanger, New York Community College Association of Presidents, updated the delegates on the recent activities and concerns.
   1. state budget –
      a. D. Swanger that stated that the budget will be passed within the next couple of days as presented. He noted that community colleges have lost 26% of their support over the last two years and stated that while community colleges are growing institutions, resources are being taken away so we cannot add the needed faculty and staff. Every President is struggling with this issue. In addition, the supporting counties do not have the resources to increase their contributions.
b. He shared that public opinion is that public education is responsible for evils and economic collapse. He proposed that we need to do is to promote all the things we do for our students and community to turn that image around. While all our communities are very supportive of our institutions, they are not as supportive of public educators, particularly faculty.

2. Capital charge backs – NYCCAP not unified on this issue. In some cases the supporting county has provided the required 50% match to state funding but this was not true in other cases. NYCCAP is trying to think of creative ways to match state funds.

3. MMR – NYCCAP is concerned about the withdrawal of students from classes because they have not presented documentation about vaccinations. They believe that a student who comes to a community college from public education has already documented vaccinations and that the community colleges should not have to police this. NYCCAP is hoping that this policy will be modified so that students coming from public education will not have to provide documentation.

4. TAP – TAP is currently capped at $5000. NYCCAP is hoping to maintain this level of support.

5. National attention on community colleges –
   a. Though it is great to be in spotlight because it adds creditability and resources from the federal level, it also implies additional scrutiny. We need to cognizant of this.
   b. In addition, the national attention often focuses on workforce development. D. Swanger stated that he loves the liberal arts faculty and acknowledged that the community colleges are not skilled trade centers. He cautioned the liberal arts faculty not to get caught up in the political situation. He stated that the community colleges are very much transfer institutions, dedicated to educating students. The Presidents are leveraging the workforce development piece because that’s where the resources.
   c. A delegated commented that community colleges prepare students for careers by providing workers with such skills as team work, communication, and diversity and that these skills are all developed by liberal arts education. D. Swanger supported this idea.
   d. Questions:
      1. You appear to be giving two different messages; one that says “I’m going to say bad things about you but don’t really believe it”, the other one saying “we should take the liberal arts and make the public aware of what we do and change public impression.” - A: D. Swanger responded that the Presidents are not saying bad things about liberal arts but they have not said enough about it.
He believes that we need to educate the public of the importance of a liberal arts education and how it relates to how we develop as a society; civility must be taught on our campus.

2. The community colleges are not inoculated about the pressures of the economy and we don't think it's just a political discourse because there have been real cuts in funding. The Chancellor promotes workforce development. Is your love for us enough? – A: No it is not enough because it takes money to pay you. Liberal arts courses are money makers while technology/nursing courses cost a lot. Though we are dedicated to our students and making the world a better place, it all takes money.

3. Has NYCCAP developed any strategies for closing programs, especially high cost programs?- A: Not as a group. We have advocated for the differential tuition but the budget crisis is so severe our plea is falling on deaf ears.

B. Cynthia Demerest, New York Community College Trustees, updated the delegates on recent activities.
   1. The NYCCT values its relationship with FCCC.
   2. They have increased their activities at all levels including attending a national organization conference.
   3. NYCCT has worked to improve communication with SUNY and individual campus boards and aligning the individual campus strategic plans with SUNY strategic plan
   4. Questions
      a. There can be a separation between the local BoT and the faculty. How can the faculty get past the filter imposed by a college president? - A: C. Demerest replied that it is important for the trustees to create their own roles in trusteeships. It is the role of NYCCT to try to clarify the roles and responsibilities for trustees with respect to college administration. T. Good pointed out that not all the trustees are seeking the training that the NYCCT is giving. One thing we can do is to work with our presidents to encourage trustees to attend NYCCT meetings and workshops.

C. Professor Ann Friedman, Borough of Manhattan Community College City University of New York, updated the delegates on recent activities and concerns.
   1. Organizational structures of CUNY– Community colleges are grouped with all other colleges even though 1/3 of all CUNY students are at community colleges. They are funded by the city and the state though the community colleges get more money from city than state.
2. CUNY is faced with the same problems as other community colleges namely how to prepare students to get job while providing them with a liberal arts education.

3. The biggest issues at the moment are transfer and articulation and mandated learning outcomes. She noted that the interests of the senior colleges and community colleges do not always mesh.

4. A new community college was developed from the top down without the involvement of faculty governance involved. Faculty governance was able to make some changes to the development process. The new community college is schedule to open in fall 2012, will have about 3000 students from different backgrounds reflective of the diverse population of the city.

D. Julie Gorman, Director of Community College Affairs, Student Assembly State University of New York, updated the delegates on recent activities and concerns.

1. Legislative agenda – SUNYPALOZZA
   a. restoring funding through maintenance effort
   b. restore community college aid in full
   c. rational tuition policy
   d. increase the maximum tuition award
   e. repeal Bundy aid
   f. implement procurement reform
   g. ensure county funding for community colleges
   h. SUNY keeping the money they bring in

2. Community College financial bill of rights – This policy would provide more checks and balances between Student Associations, College Presidents and the FSA and should allow student governments to do more independent of the administration.

IV. Panel on Governance in Transition – Moderated by S. Richman and M. Delaney
   Michael Delaney, Erie Community College
   Robert Jones, Fulton-Montgomery Community College
   David Katz, Mohawk Valley Community College

A. Each member gave a brief description of their past and present governance structures.

B. Comments/Questions
   1. In order to have an effective governance structure you need good bylaws, a supportive president and participation by faculty.
   2. How do you deal with issues that require immediate response thus reducing the normal timeline? A: You can call an emergency meeting or deal with it electronically.
   3. D. Katz shared that he speaks to his campuses BoT directly, thus reducing presidential filter. He found the BoT is receptive.
   4. S. Richman reminded the delegates of the resources on the website such as the Bylaws of all campuses and the governance survey
5. Governance does not just happen. It happens with intention and needs zeal to keep it functioning.
6. We need to work harder at developing that support system for cgl's. It was suggested that campuses share the agendas of their governance meetings with each other.

V. **Lunch Speaker:** Johanna Duncan-Poitier, Vice Chancellor for Community Colleges and the Chancellor’s Deputy for the Education Pipeline State University of New York

A. J. Duncan-Poitier stated that everything we do in higher education begins and ends with the faculty
B. In her original top 10 list of things desired by community colleges, the desire for voice was the highest. The community colleges are now prominently represented at the table by her office.
C. Budget – The governor has recommended a 10% across the board cut but the legislature recommends that it be restored by half.
D. TAP – Though there is no recommendation cut to TAP, the students are coming close to the maximum award due to increases in tuition.
E. She presented a PowerPoint. Additional comments are below.
   a. Education pipeline – 57% of high school students graduate in 4 years. 41% enter college immediately and 31% are still enrolled in their second year. 19% graduate with an AA within 3 years or BS within 6 years. Nationally, the numbers look similar.
   b. Turn Around Schools - 43 million dollars will be available for turn around type activities
   c. Cradle to Career Networks –
      i. Harlem Children’s Zone and Say Yes to Education. These programs explore educating the whole student from cradle to career.
      ii. STRIVE network
   d. Urban Rural Teacher Corps – This is a clinically based teacher preparation program.
   e. NYS P – 20 data system – She stated that the faculty want data to inform instruction. In addition, she stated that System will need faculty input on what the data means and how it should be used.
   f. Literacy Zones –
   g. STEM initiatives –
   h. SUNY Works – This is a Lumina foundation grant award to provide credit bearing, paid work experience aligned with core work experience for adult returning students.
   i. Early College High School initiative – This is not dual enrollment. The Smart Scholar program, funded by a Gates foundation grant, will provide the most challenged students in the most challenged high schools with educational opportunities. Her office is also working with EdWorks.
j. Power of the Community Colleges – System needs our help and our voice on the following issues:
   i. Faculty members on an Advisor council for the Smart Scholars program.
   ii. Remediation strategies
   iii. USDOL grant for developing college completion strategies. The goal is to create an educated work force with certificates and associate degrees.

k. J. Duncan – Poitier stated that System is not in the business of job training but in the business of creating an educated work force; people with a college education have more career options.

F. Questions
   a. How is the Smart Scholar Program different? – A: This program is not students coming to the college here or there but an initiative of an entire school, grades 9 through 12, where all the students get support services.
   b. My campus is part of this but I haven’t heard of it before. - A: It is just beginning. The first year was a planning year. We haven’t enrolled students yet.
   c. Who are the faculty in the Smart Scholar Program? - A: In the perfect model is the faculty would be from the college or a mix of college and high school teachers.
   d. How are academic standards maintained? - A: Dual enrollment is much bigger issue. The Smart Scholar Program is contained so we can monitor what is going on and make sure that academic standards are upheld. D. Swanger shared that there is a cohort of students. In the 9th grade the coursework is mostly high school courses. The next year, the high school curriculum contains one college course. By 11th grade the curriculum becomes more blended with high school and college classes and in 12th grade, all the college courses are taught by college faculty and the required high school classes are being taught on the college campus.
   e. How does the credit work? A: Students receive both a high school diploma and a college degree.
   f. Has SUNY investigated the Department of Labor grant with respect to entrepreneurship? - A: There is a grant for displaced workers, nanotechnology, health care, advanced manufacturing, alternative energy, fashion, and entrepreneurship.
   g. Should the faulty involved in the Smart Scholars program be full time faculty? - A: Probably not yet. If there was more funding there will be full time faculty because that’s the way it will work best.
   h. Grants and foundations seem to be driving education policy. Do we have relationships with their boards? - A: There certain things we want to do that are good things and they can support our work.
We need to craft proposals that support what we want to do. Though their agendas can help us, we’re not following them.

i. This population of students is the same population that is unsuccessful in high school. This plan is placing those students into an atmosphere which has higher expectations than high school. Doesn’t that speak to the failure of the high schools? - A: These students will now have all the support they need but our high schools are broken. Tucker’s research shows that the last two years of high school are flawed because the fate of the student is already sealed. Students are told that those students who are failing high school should go to community college while those students who are doing well in high school should stay in school and attend “good” colleges. The Smart Scholars Program believes that all students can be successful if they get everything they need. Our frustration is with the way our schools are structured. This is a way to circumvent the current structure by pooling our resources to reach out to those students with all their issues thus breaking the cycle while providing an opportunity.

j. A comment was made by a delegate about the lack of governance involvement in these programs. It was stated that though we are not opposed necessarily to any of these programs, we see curriculum and standards as our prevue when a program pops up outside the governance structure, a program that has not gotten governance sanction, it bothers us. We want to be involved at the beginning of the process. We need to build an infrastructure at the System to deal with this problem.

k. Who looks at dual enrollment? – A: D. Lavelle stated that dual enrollment is controlled at the department level. The department approves instructor, curriculum and assessment. Several delegates pointed out that this is not always the case. He was surprised by this and stated that there needs to be a conversation because the faculty should own the curriculum and the course.

l. The UFS has expressed many of the same concerns that the community colleges have expressed. – A: D. Lavallée replied the System has been actively talking about this issue with respect to academic standards in both the college in the high school and dual enrollment programs. We want to have policy that say that anytime SUNY credit that is given for a course, that course meets the standards developed by the faculty. This issues needs to be brought to the forefront. D. Moekel replied that this is a Middle States consideration. The community college CAOS have the same concerns and are interested in discussing it further. Dual enrollment policies vary greatly across the System.
m. T. Good stated that there is a difference between faculty and faculty governance. There must be a process that is developed and followed.

n. R. Peterson stated that five years ago, the Academic Affairs committee try to develop a set of standards but were told it would not be supported on some campuses because dual enrollment was a “cash cow.”

VI. Business Meeting
A. Call to Order – T. Good called the meeting to order at 2:20pm

A motion (Richman/ Cameron) to have all reports that can be submitted in writing be submitted in writing carried. Therefore reports should be posted on Angel.

B. Approval of Minutes— A motion (Boyd/Lundahl) to approve the Fall 2010 Plenary passed.

C. Old Business – There was no old business to come before the body.

D. New Business
1. President’s Report (Tina Good) – In Angel
2. AACU Conference Report (Eileen Abrahams) – E. Abrahams shared her experiences at the AACU Conference which focused on general education and assessment
   a. LEAP initiative – This initiative focuses on liberal education.
   b. Integrated learning – Curriculums must move towards a capstone model which focuses on 21st century skills. It must focus on learning not courses.
   c. Questions/Comments
      i. Was there a big push for interdisciplinary studies? A – yes
      ii. What is high impact – learning? A – Learning that is applied, an experiential education
   d. Assessment matters
3. AAUP Conference Report – K. Reiser/M. Delaney
   K. Reiser and M. Delaney shared their experiences at the AAUP conference which focused on shared governance.
   a. Labor was one component of this conference. Advocacy was the other component.
   b. The conference presenters repeated stated that we need to advocate for shared governance and the public image on shared governance.
   c. It would be advantageous for faculty to serve in an advisory position with respect to the budget.
d. Since a shared governance model requires a different culture then the standard business model, strong shared governance requires a major cultural change. That change must include the following items.
   i. No fear. Let your voice be heard
   ii. No more back room deals. There should be strategies but can’t also be cutting the back room deals
   iii. Don’t just say no. We should look at each request and determine what we might be able to contribute towards its completion. We should be proactive and willing to work together.
   iv. It’s not just about us. We should be reaching out to the communities and forming alliances. We should be the models we want our students and administrators to be.

b. There is always a concern that processes and procedures will not be followed when a quick response is needed from governance. There is efficiency in planning up front to allow for more efficient responses from governance. Having well established processes and procedures are important.

c. The relationship between academic freedom, tenure, and shared governance is important. Tenure gives faculty the ability and responsibility to speak out.

2. SUNY System Administration Committee Reports
   a. Shared Governance Transformation Team (Tina Good) – in Angel
   b. Student Mobility Steering Committee (Tina Good) – in Angel.

3. FCCC 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) – I. Cook distributed the committee report.

4. FCCC Liaison Reports –
   a. UFS Awards Committee (Iris Cook) – I. Cook distributed her report and highlighted that there will be a onetime only increase in the amount of money available for CID grants.
   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.
   e. F.A.C.T. (Leanne Warshauer) – in Angel.

E. **Adjournment** – The meeting was adjourned at 2:50 pm
VII. Committee Meetings – The delegates meet in committee

VIII. Dinner Program
   A. Distinguished Service Award Presentation—Iris Cook
      Awardee: New York State Senator Kenneth P. LaValle
   B. Introduction: Dustin Swanger, President, Fulton-Montgomery Community College
   C. Speaker: Paul Tonko, U.S. Congressman, 21st Congressional District
   D. Speaker: Nancy Zimpher, Chancellor, State University of New York

Saturday, March 26

I. Committee Meetings – The delegates attended committee meetings
II. Business Meeting
   A. Call to Order
      T. Good called the meeting to order at 10:35 am.
      She thanked S. Sebba, Dusty, C. Burnham and the hotel staff for all their work. In addition, she thanked M. Faller for her services as Secretary and “Never say die” liaison Debbie Moekel.
   B. Information Officer’s Report (Ann Catalano)
      A. Catalano talked to the delegates about Angel and the FCCC website. She encouraged the delegates to use both places for information. She demonstrated some features of Angel and encouraged delegates to set up their profiles in Angel.
   C. Budget Report (Tina Good)
      The budget report will be posted on Angel.
   D. FCCC Elections (Michael Delaney and Steve Richman)
      By acclamation the following delegates will be officers for the upcoming year. Vice President, Eileen Abrahams (Schenectady CC), Secretary, Nina Tamrowski (Onondaga CC), and Treasurer, Beverly Quist (Mohawk Valley CC)
   E. FCCC Committee Reports and Resolutions
      1. Governance (Michael Delaney, Steve Richman)
         a. The committee’s report is on Angel.
         b. There is currently no need for advocacy. It was suggested that the Council may want to be proactive and communicate with the governor about the budget earlier next year.
         c. The bill to make the President of the FCCC a non-voting member of the SUNY BoT has passed the Assembly and is
currently in the Senate finance committee. Delegates were encouraged to send another letter to their representatives asking for support. In addition, it was suggested that the ExComm should send a letter to help move the bill along.

d. The committee will be working on developing the tools to explain the role of the FCCC to the public. One subcommittee will look at mission and goals of the FCCC while another subcommittee will create a PowerPoint or brochure oriented towards explaining the FCCC to the BoT, politicians or our own faculty.

e. A small subcommittee will be exploring ways for the FCCC to address the national issues.

f. The committee will be collecting statements on academic freedom to review with the hope of developing a broader statement. T. Good suggested that we might reach out to our colleagues of CUNY and unite around these fundamental issues.

g. The committee presented a resolution on Program Consolidations, Deactivations, or Discontinuances. (Appendix A).

1. Discussion –

   a. When asked by K. Reiser about the union position on such a policy, M. Delaney stated that he was not aware of any statements but he will research it while T. Good stated that the AAUP is in support of this.

   b. K. Reiser suggested that the form from System be included with the resolution. M. Delaney felt that this made sense.

   c. S. Richman stated that the delegates will be asked to bring this back to their governance bodies for support and wondered if this request needed to included in the resolution. T. Good replied that we’re planning to send the out to cgls with a letter that explains what we hope that we will be able to do. Delegates were encouraged to share the statement with their cgls but that action on the resolution should wait until T. Good officially contacts the cgls.

   d. D. Moekel suggested that the FCCC request that the Provost make both the Presidents and the CAOs aware that this must go through governance. When asked by T. Good is she would be comfortable delivering the message to the CAOs, D. Moekel replied that only the
Provost has the authority to direct the CAOs to do something.

2. By consensus, the question was called.

3. Motion carried unanimously

2. Academic and Student Affairs (Art Lundahl, Kimberley Reiser)
   a. The committee’s report is on Angel.
   b. Since the last plenary, the committee has working on the following items.
      1. Providing feedback to the Provost about the student mobility website, including language which highlights the benefits of graduation, and language on general education.
      2. Traditions. Currently, fifteen campuses have contributed submissions.
      3. A credit/contact hours policy. K. Reiser, A. Lundhal and T. Good will forward recommendations to D. Moekel by 4/8. T. Good referred to article in Inside Higher Education about the federal government’s position on this issue.
      4. Recommendations on out of state programs. A resolution on this issue was passed by BoT. The FCCC will review the Provost’s MOU to Presidents.
   c. Current Initiatives
      1. The committee will be working with D. Moekel on implementing a working group with the CAOs to look at issues of remediation and concurrent registration.
      2. The members of the committee will review the information on remediation that is currently on Angel.
      3. The committee will be reviewing the current status of concurrent registration on each campus. It was suggested that the committee work through the Academic Excellence transformation team. It was suggested that there be a further exploration of NACEP. It was mentioned that NYSUIT has good statement on this issue.
      4. The committee had reached a consensus that each campus should develop guidelines, through shared governance, that could be used by the campus in implementing the SUNY cross – registration policy. Final feedback on the cross-registration policy will be given to D. Moekel by 4/1.
      5. Thank you to Renee for being secretary.
6. There was discussion about the size of the committee and its impact on getting work done. This information will be shared with the ExComm.

3. Awards (Iris Cook)
   a. I. Cook read a prepared statement in honor of retired delegate T. Barthel (Appendix B).
   b. On behalf of the FCCC, I. Cook thanked D. Moekel for participating in the entire meeting.
   c. I. Cook discussed the presentation of the FCCC award for Distinguished Service to Senator Lavalle. She shared that he valued the award.
   d. I. Cook encouraged all the campuses to participate in the Chancellor’s awards. She shared that there may be additional awards for Professional Staff coming. In addition, she stated that community college faculty are now eligible for the Distinguished Professor award and the committee would like community college faculty to able to receive the Distinguished Librarian award.
   e. The awards committee would like to become involved in faculty leadership development. I. Cook is on transformation team on professional development.

F. Future Meetings
   1. Fall 2011 Plenary—Cayuga Community College -October 27 – 29, 2011
   2. Spring 2012 Plenary—Onondaga Community College
   3. Fall 2012 Plenary – Monroe Community College
   4. Spring 2013 – To Be Announced
   5. Fall 2013 – Sullivan Community College

G. Good of the Order
   1. T. Good suggested Facebook might provide us with the opportunity to record the antidotal evidence the Congressman Tonko suggested we provide to improve our image. Angel would be used strictly by the delegates as a working environment, the website is our public face, and Facebook might provide us another opportunity to build our public image. She suggested the Council might begin to use Facebook as a place record stories about ourselves or our students; stories about those people who were successful because we provided them with opportunities they might not have had otherwise.
   2. T. Good shared a concern from System. When people at System use the term “SUNY” more often than not they are referring to the state operated campuses and not including the community.
colleges. She asked the delegates to think about providing quick language that could be used for the state operated campuses so the SUNY could be used to refer to the entire system.

3. T. Good shared that Steve O’Sullivan will coordinate the effort to contact the cgl’s about sharing individual campus shared governance agendas

4. T. Good reviewed the 4 points from the AAUP conference
   i. No fear. Let your voice be heard
   ii. No more back room deals. There should be strategies but can’t also be cutting the back room deals
   iii. Don’t just say no. We should look at each request and determine what we might be able to contribute towards its completion. We should be proactive and willing to work together.
   iv. It’s not just about us. We should be reaching out to the communities and forming alliances. We should be the models we want our students and administrators to be.

5. S. Richman requested that in future plenaries, the breakout rooms be equipped with electronic capabilities. T. Good will keep this in mind.

6. M. Schmidt shared that a link to information about e-portfolios is on Angel

7. I. Cook read a informal resolution (Appendix C)

H. **Adjournment** – The Spring Plenary of 2011 was adjourned at 12:21 pm.
Appendix
Appendix A

Resolution on Program Consolidations, Deactivations, or Discontinuances Resolution
#G-1: 2010 – 2011
March 26, 2011

Whereas community colleges within the State University of New York are facing extraordinary financial pressures; and

Whereas these community colleges may be forced to consider program consolidations, deactivations, or discontinuances; and

Whereas the impact of program consolidations, deactivations or discontinuances is as significant to a campus as the establishment of programs; and

Whereas the procedures for reaching decisions on these matters have not always involved appropriate consultation with existing shared governance bodies; and

Whereas requests from campuses to deactivate or discontinue programs must be approved by the SUNY Provost; and

Whereas according to SUNY regulations, the approval of shared governance bodies is necessary to establish, modify, or discontinue programs; and

Whereas the University Faculty Senate passed a Resolution on Consultation with Governance on October 21, 2010: "The University Faculty Senate urges System Administration to ensure that campus administrations and existing governance bodies employ formal University Faculty Senate urges System Administration to ensure that campus administrations and existing governance bodies employ formal procedures for consultation before reaching any decisions regarding program consolidation, suspension or elimination;” and

Whereas the Chancellor responded to this resolution on December 14, 2010, by writing: "I agree that it is essential that campus administrators consult widely, but particularly with faculty governance and faculty in general (emphasis added) in formulating criteria to be used for programmatic deactivation or elimination (discontinuance). Following this UFS resolution, we have changed the form that campuses must submit in order to deactivate or discontinue a program. The form clearly states that campus chief academic officers are required to attest that consultation with the faculty, following the campus's normal procedures, and, in particular, with faculty governance has occurred;” be it therefore

Resolved that the Faculty Council of Community Colleges urges each SUNY community college’s shared governance body to review existing policies regarding program consolidation, deactivation, or discontinuance or to develop policies where none exist; and be it further
Resolved that such review or development be conducted through appropriate shared governance processes; and be it further

Resolved that policies regarding program consolidation, deactivation, or discontinuance include appropriate consultation with shared governance in the decision-making process; and be it further

Resolved that the Faculty Council of Community Colleges endorses the SUNY administration policy that supports and encourages the role of shared governance in reviewing or developing program consolidation, deactivation, or discontinuance processes and policies.

**Glossary**
(Source: SUNY Form Request to Deactivate and/or Discontinue Programs)

**Deactivation**: A campus makes a decision not to admit any more students to a program but wishes to maintain the program’s registration. This may be done to reassess the need for the program or restructure a program. This action is internal to SUNY and limited in duration to no more than three years.

**Deactivation Effective Date**: The first regular admission date for which new students will no longer be permitted to enroll in the program.

**Discontinuance**: A campus no longer offers the program nor awards a credential or completion of the program. The program is removed from the State Education Department's *Inventory of Registered Programs*. SUNY review/approval must precede SED review.

**Discontinuance Effective Date**: The last graduation date for which a credential for completion of the program is awarded.

*Passed March 26, 2011*

**Appendix B**

Professor Tom Barthel of Herkimer Community College, a long term member of the committee has retired, left the Council, and, we hope, is enjoying a different pace of life writing and travelling more. We thank him for his many years of service, his special humor and, always, on-point observations. He will be missed.

**Appendix C**

**Resolution for Fulton-Montgomery**

**Whereas** we followed the highways and byways deep into the Mohawk Valley to arrive at Johnstown, and
Whereas the Inn named Holiday welcomed our weary little bodies with soft resting places and nourishment; and

Whereas we experienced first hand the POWER OF SUNY, in all its hope, glory, all its glamour and its passion; and

Whereas our days were passed where once gloves handled it all, carpets covered the land and babies enjoyed the nuts of beech and adults enjoyed the toys of Tonko; and

Whereas we leave wishing to have seen at least one of the 44 lakes, yet we were fulfilled by the art of Arkell having enjoyed the treats and sweets served by the Union Hall Restaurant and we are totally revitalized; therefore

Be It Resolved that the FCCC express its profound thanks to President Dusty Swanger, FMCC and our brave and gracious hostess, Sheryl Seppa for a truly wonderful Spring Plenary of 2011, in Johnstown, New York.