

Deans' Cabinet Plus Agenda/Action Items

Date/Time/Location: January 5, 2016 / 9:00 - 11:00 am / MAC 620

* Denotes that President Szafran will attend

Attendees: Renee Campbell, Jondavid DeLong, Kenneth Erickson, Melissa Evans, JoAnne Fassinger, Molly Mott, Michael Newtown, Douglas Scheidt, Memorie Shampine, Sarah Todd, Erin Voisin

Guests: David Rourke, Dr. Szafran

- I. **Topic/Question: Overload Policy ~ Mike & David ***
 - a. **Data/Discussion:** Currently, there is a range of 15-17 contact hours in the formula we use for paying overloads and extra service; this is causing confusion. It was suggested that we meet in the middle and use a flat 16 contact hours so it's consistent and easier to figure out.
 - b. **Action/Decision:** It was agreed that something clearer and more consistent would be better for everyone. Concern were raised about this from a budgetary perspective. **Dave and Sarah:** Pull a report which will include full-time faculty and adjuncts whose workload is measured in contact hours to see what, if any, implications there would be from a budgetary standpoint. Those with no additional pay will be on a separate list so we can see what that group looks like as well. The data will be reviewed and a decision can be made.

- II. **Topic/Question: Programmatic Assessment: Are we ready to support this month's work? ~ Doug ***
 - a. **Data/Discussion:** The bulk of our reporting will be everything that has happened up until the end of this month. For our upcoming Middle States monitoring report, it is important that we nail this work. Program learning objectives and program SLO's need to be appropriate. Problems seem to be the mapping from course to program, therefore Sarah's reports are stating that there are no findings available. The programs need to be reporting on January 15th so they need to have some time next week to get together as program faculty to show their findings. Sarah will aggregate them for closing the loop to be ready for February 1st. Sarah is providing the curriculum coordinators with the raw data. Post January 15th, we will look at what we need to do the nail the monitoring report. If we get through next Friday's work, we can look and see what we have, what looks right, what reaches the adequate threshold and what needs emergency tweaking. We should follow the same schedules as last year to avoid confusion. Spring deadlines will match last year.
 1. Assessment plan (measures) are due by the third week (E/NE date) of classes.
 2. The next date for findings will be due at final grades.
 3. Assessment plans would be in when faculty are handing out their syllabi at the beginning of the semester. The only changes will be for course improvement. Findings and changes to be due in Taskstream at the time final grades are due.
 4. Program coordinators will be responsible for the 3-5 program and institutional goals will be due March 15th. The goals are based on

January program assessment; it will be confusing if we have two deadlines.

5. Add-Ins due by March 15th (for goals and budget allocations).

A January annual cycle makes sense so next January we will take spring/fall 2016 course level SLO's and do one big meeting in January again. If we are only doing once a year, we need to encourage program faculty to identify indirect measures that they are collecting in addition to this course level assessment to inform the program.

- b. **Action/Decision:** Sarah suggested that after January 15th, the Deans, Sarah, and Doug should sit down and talk about how we assess the assessment process that will go in our monitoring report. It was decided they will meet after we have had the Aqua representation. **Sarah:** Check after tomorrow to see what has been submitted. **Deans:** Tell faculty to keep it simple at this level and summarize. Get all power point slides electronically and we can put them in a document repository; have faculty present and address only the last two slides at their school meetings due to time constraints.

III. **Topic/Question: Workflow Processes/Banner Workflow ~ Memorie & J.D.**

- a. **Data/Discussion:** Before the programming begins for Banner Workflow, it needs to be decided how our processes are going to work from start to finish. Memorie stated that she believes SUNY Binghamton and SUNY Oswego have a successful workflow process for these forms.
- b. **Action/Decision:** As we want our processes to make sense, it was decided that we will first look at the layout of the two forms (Course Change Notice & Withdrawal Forms) and reach out to the offices that are required to sign to get clarification from them as to the importance of the signature and if some can possibly be streamlined together. Once that information is gathered, it will be reviewed along with deadlines and timelines and eventually a programmer will be brought into the discussion. **Memorie:** Check with SUNY Binghamton and SUNY Oswego and find out how they make their workflow processes work. **Renee:** Email the offices on the current forms and ask that they write a sentence or two clarifying the importance of the signature (e.g., opportunity to advise student on program implications or financial aid implications or approval/denial).

IV. **Topic/Question: Admitted Student Day Agenda ~ Mock classes instead of academic presentations? ~ Melissa**

- a. **Data/Discussion:** The hope is to infuse two big things into Admitted Student Day; getting students excited about campus life and increase our resident students and infuse school spirit. Hopefully, being excited about being a student at SUNY Canton will prompt them to deposit and come here. The Open House and Admitted Student Day feedback was looked at and students would like different experiences at the fall and spring events. Melissa proposed mock classes instead of individual programs, throughout the three schools, something that would apply to the masses and where students would get the student/faculty classroom experience. Anything that will make the student picture themselves as

a student here; excited, connected, engaged. Some suggestions made were:

1. Because not all of our students are the typical 17 year old high school student, do one big presentation first and then branch out to individual academic programs.
2. Hands on demonstrations where students can not only touch a piece of equipment, but possibly even operate it. This would be great in the Canino engineering programs.
3. Ask faculty to engage in interesting activities during the class, even if it is not what was in their original plan for the day.

- b. Action/Decision: Deans:** Encourage your department faculty to participate in this and to think about a presentation or lesson plan that can be used to enhance the student experience while here for Admitted Student Day. For further guidance, they can reach out to Melissa.

V. Topic/Question: Carthage English & Social Science ~ J.D.

- a. Data/Discussion:** The Social Science and Humanities departments are not comfortable with credentialing the Carthage High School faculty. The Social Science Department decided that American History will be the only history course taught there for now. Everyone agreed that the mentorship model will be used and our faculty will work with the high school teachers in regards to subject matter in order to align the Student Learning Outcomes of our college. There are questions as to the logistics of the upcoming meeting with Carthage and also what the mentorship program will look like; specifically what the mentor responsibilities will be and determining ways to ensure that things are not falling through the cracks (ex., final grade submission, engaged/not engaged, MTS, etc.), as has happened with programs like this in the past. There will be no exceptions; these are college level courses and our deadlines and expectations will need to be followed. This will need to be outlined in the Memorandum of Understanding (MOU) so Carthage understands that they will be required to adhere to these requirements. The high school students will be charged \$60 per credit hour; an account needs to be created for this revenue to be put into.
- b. Action/Decision:** It was decided that the members involved in this discussion will have a preliminary meeting to clarify the terms of this partnership before meeting with them on Monday. Memorie asked that a timeline be decided at the Carthage meeting so everything can be in order timely and not at the last minute. **Erin:** Set up a meeting. **Renee:** Ask Terry if we still have an account set up to house this type of revenue.

Deans' Cabinet

Agenda/Action Items

Date/Time/Location: 1/19/16 / 9:00 - 11:00 a.m.

* Denotes that President Szafran will attend

Attendees: Renee Campbell, Jondavid DeLong, Kenneth Erickson, Molly Mott, Michael Newtown, Douglas Scheidt, Erin Voisin

Guests: David Rourke, Terry Waldruff, Tess Murphy, Kerrie Cooper, Memorie Shampine

- I. **Topic/Question: Department Chair Stipend Allocation/Charge (Dave & Terry)**
 - a. **Data/Discussion:** Currently, some Department Chair stipends are allocated locally and some are allocated centrally. Similarly, some chairs are charged partially to the Deans' account and partially to the department account. This inconsistency is confusing for the Business Office. To be consistent and to find salaries and stipends more easily, Terry has requested that the allocation for Department Chairs be put into the department account in which that person oversees; the charge and the allocation would be in the same place. This would show the true cost for departments and the Deans' accounts would not be overinflated with Department Chair stipends.
 - b. **Action/Decision:** Beginning on July 1st, the chair stipend will come out of the home department account that the chair oversees.

- II. **Topic/Question: Final Grade Entry in UCan Web (Tess, Memorie & Kerrie)**
 - a. **Data/Discussion:** Tess presented the final grade entry in UCan Web that was created to assist Financial Aid in determining a student's date of last attendance for compliance purposes.
 - b. **Action/Decision:** It was decided that Tess would eliminate the "close this window" box and make the following wording changes in this order to the text box:
 - * You must input the Date of Last Attendance
 - * Date box
 - * If you do not enter a date the student last attended, your class grades will not be submitted. If the student never attended, put "0" in the credit hours box.
 - * Kerrie will write up a text to send to Tess that will be also be added stating: DLA = XXX with examples to assist faculty, especially adjunct faculty, to understand what to base the date of last attendance on.Tess will make the changes send them, along with screen shots, to the Deans' Cabinet for a final review. Memorie will add this information to her final grade memo she sends to the faculty. **Renee:** Add a line on the Grade Change Form stating that if a faculty member is assigning a grade of "F" a date last attended must be added. Send out to the appropriate offices.

- III. **Topic/Question: Deans' Assessment Symposia De-Brief, Assessment Process Feedback, Closing the Loop Fund Requests (Doug)**

- a. **Data/Discussion:** The Deans reported that the Assessment Symposia went well. Although this process continues to be a work in progress, we are on the right path and we need to continue on this path to get where we need to be. The Academic Assessment year starts in January and ends in December, with the report out for the resource request piece in the spring so that the findings can be tied to a budget; we would like to make allocations public before spring break. Therefore, it was suggested that a deadline be determined for the Deans' Cabinet to review the slides and tie each program's findings to a budget.
- b. **Action/Decision:** It was decided that the deadline will be two weeks from today (Tuesday, February 2, 2016). **Deans:** Send Renee all of your department assessment power point slides. **Renee:** Add the slides to Blackboard for the Deans' Cabinet to review and discuss at the February 2nd Deans' Cabinet meeting for closing the loop fund requests. Sarah Todd will attend. **Renee:** Add the power point slides somewhere that is easily accessible to the faculty; let the faculty know where they are being housed.

IV. Topic/Question: Paying for Outside Program Reviewers (J.D.)

- a. **Data/Discussion:** SUNY policy requires that external, out of state reviewers be used to review our new bachelor degree program proposals. As the reviewers are required to physically come to campus to review our programs, what is our existing policy for honorariums for consultation from these reviewers and can we pay for their travel? For Assessment in the Major (existing programs) external reviewers, we were prohibited from paying out honorariums in the past and have since been using faculty from other SUNY colleges to review our programs. On another note, an appropriate timeframe needs to be developed as to how long it takes departments to submit their program proposals after the external review piece is completed.
- b. **Action/Decision: Doug:** Discuss our policy for paying travel and honorarium expenses to external reviewers with Shawn Miller. The Deans agreed that depending on the complexity of the program, 3-6 months would be an appropriate timeframe for departments to have the program proposal prepared to be sent to SUNY.

V. Topic/Question: Primary Advisor (EOP or Faculty Member) (J.D.)

- a. **Data/Discussion:**
- b. **Action/Decision:** Tabled

Deans' Cabinet

Agenda/Action Items

Date/Time/Location: January 26, 2016/9:00-11:00 a.m./MAC 620

* Denotes that President Szafran will attend

Attendees: Renee Campbell, Jondavid DeLong, Kenneth Erickson, Molly Mott, Michael Newtown, Douglas Scheidt, Erin Voisin

Guests:

I. Topic/Question: Tutoring Needs (Molly)

- a. **Data/Discussion:** There has been a huge growth in the Tutoring Center, both for face to face and online students. Reasons include the resource rich community setting, the supportive environment they provide, and the fact that faculty will likely be requiring more writing assignments because of SLO assessment efforts in Taskstream. In addition, we have many special needs and first generation students who require the extra assistance. The Business & Accounting labs have been especially busy. Tutoring is available for special populations as well, such as EOP, CSTEP, TRIO, Accommodative Services and Academic Recovery students. An off-term tutoring pilot program was done over winter term and it was very busy. The hope is to try to create a full-time position, as students prefer to be assisted by someone who knows the course work, and not a third party person. Currently, we have a veteran's grant with JCC, a Perkins Grant for the Engineering Lab, a CSTEP grant, and are writing other grants. Corning is sponsoring a tutor for the year and we want to see other industries follow suit. We are going to have more needs and we need to decide we are going to pay for tutoring services. Johanna Lee is hoping to come to academic schools for dialog to talk about how to meet these needs. Tutoring is not just remediation, it is a resource. We are aware of the growth and needs for tutoring services.
- b. **Action/Decision: Molly:** Let Doug know what our current staffing is for tutoring.

II. Topic/Question: OLAC Recommendations for Faculty Needs (Molly)

- a. **Data/Discussion:** The Online Learning Advisory Committee has recommended that the college actively pursue lecture capture as both a pedagogical tool and as a campus-side service. The committee has researched several different top lecture-capture technology products and have provided justification for Panopto technology software, as it can be used for purposes other than instructional.
- b. **Action/Decision: Molly:** Ask the OLAC committee to find out the cost and check with Kyle Brown to make sure we are able to utilize the proposed software.

III. Topic/Question: Anticipated Hires 2016-17

- a. **Data/Discussion:** It is almost February and we need to start talking about anticipated hires for 2016-17. The timeline for having the spreadsheet of needs to the Provost Office is March 1st.

- b. **Action/Decision: Deans:** Have a conversation with your departments to decide what upcoming needs will be required for next year. **Renee:** Email the Anticipated Hires template to the Deans.

IV. **Topic/Question: Wicks Space (J.D.)**

- a. **Data/Discussion:** The lower level of Wicks will have some space freeing up, as EMT and SBDC will be moving to different locations on campus. The Deans are hoping the space can be utilized for faculty offices or classroom space.
- b. **Action/Decision: Deans:** Submit your faculty office space needs to Doug.

**Deans' Cabinet Plus
Agenda/Action Items**

Date/Time/Location: February 2, 2016 / 9:00-11:00 am / MAC 620

*** Denotes that President Szafran will attend**

Attendees: Renee Campbell, Jondavid DeLong, Kenneth Erickson, Melissa Evans, JoAnne Fassinger, Molly Mott, Michael Newtown, Douglas Scheidt, Memorie Shampine, Sarah Todd, Erin Voisin

Guests: Courtney Bish

- I. Topic/Question: SGA Input - CDO Position (Doug & Courtney)**
 - a. Data/Discussion:** Doug and Courtney collaborated in moving the Co-Diversity position process forward and met with the Student Government officers for their input. Based on that meeting, a revised position description was shared with Deans' Cabinet. A few edits were suggested, accepted, and approved. From here, it will go before Executive Cabinet for approval, and finally to Human Resources to begin an internal search.
 - b. Action/Decision: Renee:** Make the final edits to the proposal, send to Michaela and ask her to add it to today's Executive Cabinet meeting agenda if possible.

- II. Topic/Question: GER Transfer Policy (Memorie & Doug) ***
 - a. Data/Discussion:** In instances when a student is transferring in GER courses that do not equate to our GER courses from another SUNY institution, what credit should we be giving the student? If the transferring course has the same content but not the same student learning outcome, do we give them equivalent GER credit? SUNY policy states that the student be given the GER credit, as this gives students good SUNY transferability. As students still need to meet 7 GER's and 30 credit hours of general education anyway, it gives them more flexibility and doesn't hurt anything to give them the GER credit. The placement of the course(s) will continue to be at the Dean's discretion. We do not want to make it harder for transfer students on the front end, as what they are looking to see is what transfers in and thus, how long it will take them to graduate. By definition, our transfer finder database is a "contract" we abide by and we would be at a disadvantage if the information is not accurate. So as long as we are updating it continuously, we should be ok. Something that is equivalent vs. functionally equivalent would be done as a substitution in Degree Works and the Dean's Office looks at questionable courses that come up. The bigger problem is if we have something that should be on the database and we haven't identified it yet and the student ends up going somewhere else. It was suggested that students be made aware what the process is to challenge something they feel they should be given credit for that is not listed on our transfer database. Can a disclaimer be put on the transfer finder stating that if a student feels they should get credit for something, to contact the Dean's Office?
 - b. Action/Decision:** It was agreed that we will maximize the GER credit completion. **Melissa:** Look into putting a disclaimer on the transfer finder directing students who question transfer credit to the Dean's Office.

- III. Topic/Question: Grant Workshop Discussion (JoAnne) ***

- a. **Data/Discussion:** Raj Sashti approached JoAnne in regards to hosting a faculty/staff grant workshop. The workshop would touch on ways to be a successful grant writer, purposes of writing grants, and obtaining grant resources. He gave JoAnne some dates during the week of April 21st, however during that time we are gearing up for finals, Honor's Convocation, Admitted Student Days, etc. which could be difficult timing for faculty and staff on campus. JoAnne is concerned that it would be hard for people to participate and wants to make good use of Raj's time. The Deans agreed.
- b. **Action/Decision: JoAnne:** Reach out to Raj and ask if this could be done either in late March or into the middle of September instead to ensure more faculty/staff involvement.

IV. Topic/Question: Faculty Calling (Melissa) *

- a. **Data/Discussion:** Melissa is hoping with the yield season upon us, that some faculty may be utilized to call potential students in an effort to encourage enrollments and deposits. She feels that potential students would be very receptive to receiving calls from teaching faculty in their programs of interest, who talk about what is new and exciting in their program. In addition, faculty offering students their contact information and advising them to reach out with any questions/concerns would be beneficial for creating a communication link between the student and the faculty member. This semester, Melissa would like to "close the loop" by taking notes and feedback from faculty who participate and putting that information into Banner; specifically to get an idea of reasons students do not plan to attend and if we can assist with these reasons (financial, etc.). Melissa also reminded the Deans that Admissions plans go ahead with the mock classrooms for Admitted Student Day; we want the students to have a fun experience with faculty. Melissa's office is happy to assist with any of these endeavors.
- b. **Action/Decision: Melissa:** Provide scripts and prompts to assist the faculty in calling this cohort of students to the Deans. **Deans:** Reach out to faculty and ask if they would be willing to participate in calling potential students. If so, ask them to contact the Admissions Office.

V. Topic/Question: Apply to Graduate Process ~ Laddered Curriculum (Memorie)

- a. **Data/Discussion:** As we are moving towards a mandatory apply to graduate process, a problem we are facing pertains to students who are directly admitted into a bachelor program and therefore Banner does not create a record for an associate degree for these students. Therefore students are not able to apply to graduate for their associate degree. Do we want our IT people to create it so these records can be created in Banner? If so, those programs need to be identified so they can be embedded and IT can create the record. There is really no down side to doing this, as students will walk away with an associate degree, and would show as completions for the college. Sarah and JoAnne also mentioned how this would help us hugely with our Perkins grant money as well. Another suggestion was programming the laddered associate degrees as a double major. J.D.

explained that the Liberal Arts faculty are currently working on revising the Liberal Arts degree to be backwards compatible with most of the college's four year programs. He is having his bachelor degree curriculum coordinators explicitly lay out their program with the Liberal Arts degree so a two-year path is identified; the advisors and Dean's Office will be aware of exactly what coursework the student needs to obtain their associate degree while working on their bachelor degree.

- b. **Action/Decision:** It was decided that other offices on campus would need to be brought in on the conversation regarding double majors, as we need to know what implications would be in doing so (financial aid, IT, etc.). **Deans:** Send Memorie your four year programs with a two year program embedded in it. **Memorie:** Check with IT to identify those embedded programs and create a record. **Renee:** Work with Memorie to decide what other offices need to be involved and invite them to a future Deans' Cabinet to continue this discussion.

VI. Topic/Question: Workflow (Group)

- a. **Data/Discussion:** The workflow processes were reviewed and discussed. Suggestions were made as to the removal of some signatures that may be unnecessary in normal cases (ex., Dean's Office double check on drop/add form).
- b. **Action/Decision:** Due to time restraints, the discussion will continue at a future Deans' Cabinet meeting.

VII. Topic/Question: Reminder FYI: ENGL 101 Composition & The Spoken Word

- a. **Data/Discussion:** FYI: Beginning in Fall 2016, ENGL 102 will no longer be taught and ENGL 101 will no longer be Expository Writing; it will be called Composition & The Spoken Word. This will be our GER 10 for students.

Deans' Cabinet

Agenda/Action Items

Date/Time/Location: February 23, 2016 / 1:00 - 3:00 p.m. / MAC 620 (please note time change)

* Denotes that President Szafran will attend

Attendees: Renee Campbell, Jondavid DeLong, Kenneth Erickson, Molly Mott, Michael Newtown, Douglas Scheidt, Erin Voisin

Guests:

- I. **Topic/Question: Assessment Process Feedback (Doug & Sarah)**
 - a. **Data/Discussion:** Tabled until next week.
 - b. **Action/Decision:**

- II. **Topic/Question: Faculty Titles (Doug)**
 - a. **Data/Discussion:** The four faculty title proposals that Dr. Szafran referred to at the last Faculty Assembly meeting were reviewed and discussed. Revisions were suggested.
 - b. **Action/Decision:** Revisions will be made to the proposals and edited versions will be sent to the Deans for review. A special Faculty Assembly/Open Forum will be held.

- III. **Topic/Question: AASCU Debrief (Molly & Doug)**
 - a. **Data/Discussion:** Tabled until next week.
 - b. **Action/Decision:**

- IV. **Topic/Question: Degree Works Change Request Form ~ Approval of Form (J.D.)**
 - a. **Data/Discussion:** The Deans approved the Degree Works Change Request Form.
 - b. **Action/Decision: Renee:** Let Memorie know that the form can begin being utilized.

- V. **Topic/Question: FYI: SURC Conference ~ April 15, 2016 (Doug)**
<http://blog.cobleskill.edu/SURC/surc.html>
 - a. **Data/Discussion:** Doug will be attending the SUNY Undergraduate Research Conference (SURC) in April. SURC is a multi-disciplinary event hosted every spring, bringing together undergraduate student researchers and faculty mentors from across SUNY system for a full day of activities. It follows the same model as our campus-based Scholarly Activities Celebration.
 - b. **Action/Decision: Deans:** Please pass this information onto your faculty to see if any of their students have an appropriate presentation to bring forth for submission. (SURC link is attached)

- VI. **Topic/Question: Anticipated Hires 2017 (Doug)**

- a. **Data/Discussion:** The rough draft of the Anticipated Hires spreadsheet for the 2017 searches was reviewed and discussed.
- b. **Action/Decision: Renee:** Make revisions per the discussion and forward to the Deans.

VII. Topic/Question: Space Needs (Doug)

- a. **Data/Discussion:** The Deans' space needs were shared.
- b. **Action/Decision: Doug:** Will take the space needs requests to his next VP Group Meeting.

Deans' Cabinet Plus
Agenda/Action Items

Date/Time/Location: March 2, 2016 / 8:00 – 9:00 a.m. / MAC 620 * Note day and time change *

* Denotes that President Szafran will attend

Attendees: Renee Campbell, Jondavid DeLong, Kenneth Erickson, Melissa Evans, JoAnne Fassinger, Molly Mott, Michael Newtown, Douglas Scheidt, Memorie Shampine, Sarah Todd, Erin Voisin

Guests: Anne Sibley, Sharon Tavernier

I. **Topic/Question: Reunion & Gifts (Anne Sibley)**

a. **Data/Discussion:** Anne briefed the group in regards to Gifts in Kind, Fundraising, and Alumni Weekend Reunion.

i. **Gifts in Kind** – A Gift in Kind would be a gift of equipment or software given to a program(s). Anne asked that if programs receive donations like this, to please let her know so her office can officially record it as a gift to the college; this helps the College Foundation as well as the company. A receipt can be provided for the donation, plus it gives her office a lead to the donor for future donations in their program of interest.

ii. **Fundraising** – We want to be sure we are exploring all possibilities in regards to information around people who want to donate. Anne's staff can be more effective if they know who has interest and work on strengthening those relationships over time. Along those same lines, Anne would like to hear about aspirational ideas. People who have potential to be large donors are the people who will be inclined to make a gift if they know their donation will help us be a better college. When thinking of ideas, Anne's staff will go out on the road with a checklist. Adding something with flash rather than something that is expected (such as desks), would be more likely to get donors excited about giving.

iii. **Reunion** – Reunion is Saturday, June 4th. Several events are scheduled throughout the day. In the morning from around 9:00 – noon, Anne suggested inserting some academic "showcases" with faculty and students if possible. Returning alumni will be attending, and she feels we can do more to show off what it is that is great about SUNY canton today. Instead of tours, Anne is hoping to have four or five locations (labs or classrooms) conducting demonstrations so alumni can see what is being done in the classroom; thus triggering positive reactions. JoAnne mentioned that we have our Scholarly Activities Program in the Library in April and suggested the possibility of keeping those displays up for the alumni to view during reunion. She also mentioned that Morgan Elliott has some wonderful program videography that could perhaps be put on the televisions around campus during reunion to showcase student and faculty work. Hands on equipment demonstrations or fascinating lecture pieces would be great. For the first time doing this, we would have a single linear path so that folks aren't scattered with small groups at each presentation. Another suggestion to increase attendance were to invite faculty/staff. Tickets could be offered at a discounted price for the BBQ for those folks and their families or invite them to the fireworks which would be at no cost to them. Doug also mentioned that he sent the academic space needs to Anne to share with the alumni, as that may resonate with donors.

- b. **Action/Decision: Deans:** Reach out to your faculty to see if there are volunteers willing to conduct these academic presentations. Anne would like to have the specifics of where the locations will be, what is going to be presented, etc. within the next six weeks so the schedule can be created. **Molly:** Talk to directors in her area as well. **Renee:** Add this topic to our agenda in a couple weeks to check in with the Deans to ensure it doesn't fall off our radar. **Deans:** Let Doug know if you have additional ideas to make reunion weekend a success, which he will relay to Anne.

II. **Topic/Question: Assessment Process Feedback (Doug & Sarah) ***



SBLA Recommended
Assessment Changes.1



CSOET Assessment
Feedback from Fall 20

- a. **Data/Discussion:** Feedback in regards to “assessing the assessment process” data was briefly reviewed. Due to time restriction, this topic will be re-visited.
- b. **Action/Decision:**

III. **Topic/Question: AASCU Debrief (Doug & Molly)**

- a. **Data/Discussion:** Tabled due to time restriction.
- b. **Action/Decision:**

IV. **Topic/Question: Summer Session Analysis (Doug & Molly)**

- a. **Data/Discussion:** Tabled due to time restriction.
- b. **Action/Decision:**

V. **Topic/Question: Gateway to Success (Mike)**

- a. **Data/Discussion:** Sharon explained the history of G2S. The purpose is to offer block courses to underprepared students leveled for both developmental (remedial) math and English in the fall semester so they are prepared for college level work in the spring semester. Sharon also provided data showing that the program has been working well since it began in 2012. In Fall 2015, there was a decrease in students who successfully completed both MATH 106 and ENGL 101. While the English Department feels that this process is working well, the math piece has been a bit of a challenge of late. Faculty are frustrated by the decline in success and students are frustrated with the shuffling of courses between the seven week blocks and change of scheduling at the last minute if they are not successful. Some possible solutions were discussed.
- b. **Action/Decision: Mike:** Set up a meeting for Sharon, Mike, and the math faculty to discuss ways to identify the symptoms of the problems, work on fixing them by discussing productive solutions, and focus on which model will make this program work best. Doug is meeting with the math department today and will bring this discussion up. **Sarah:** Look at completion data on these cohorts of students and see what those retention rates are.

VI. Topic/Question: Labor Management Debrief (Doug)

- a. **Data/Discussion:** Questions in regards to the 5th course addition to lecturer load were addressed in preparation for tomorrow's Open Forum, specifically equity in teaching loads.
- b. **Action/Decision:**

Deans' Cabinet

Agenda/Action Items

Date/Time/Location: March 29, 2016 / 9:00 – 11:00 a.m. / MAC 620

* Denotes that President Szafran will attend

Attendees: Renee Campbell, Jondavid DeLong, Kenneth Erickson, Molly Mott, Michael Newtown, Douglas Scheidt, Erin Voisin

Guests: Sarah Todd

I. Topic/Question: GE/SLO & Closing the Loop Decisions (Doug & Sarah) *



2014-15 GER
Assessment Results_e



Fall 2015 ISLO \$
Assessment Results.p

- a. **Data/Discussion:** The College has gone through the assessment cycle from beginning to end. The Academic Assessment Committee has reviewed the assessment result slides and made recommendations to be put forward to the Deans' Cabinet. The slides were reviewed.
- b. **Action/Decision:** The Deans' Cabinet accepted the Academic Assessment Committee's analysis and close the loop recommendations.

II. Topic/Question: Monitoring Report (Doug and Sarah) *

- a. **Data/Discussion:** The monitoring report is near completion; J.D. has reached out for feedback and comments from the Executive Cabinet and Deans' Cabinet. He plans to send the report to Middle States tomorrow morning (Wednesday, March 30, 2016).
- b. **Action/Decision: Deans:** Please review the monitoring report and give J.D. any last minute feedback by close of business today.

III. Topic/Question: Co-CDO & Center for Academic Excellence Search Committee Representatives (Doug)

- a. **Data/Discussion:** For the Center for Academic Excellence positions, Doug would like the make-up to consist of a faculty representative from each school, Sarah, and an Affirmative Action representative. The Co-CDO position will be made up of Courtney, the Deans, and a representative from the Student Government Association and Affirmative Action. The CAE search will be one search for both positions.
- b. **Action/Decision: Deans:** Recommend someone in your school who would be willing to serve on the Center for Academic Excellence search committee before April 8th. Let Renee know who you choose. **Renee:** Once the members of the search committee are compiled, set up a meeting with Doug and the group.

Agenda/Action Items

Date/Time/Location: March 22, 2016 / 1:00 - 3:00 p.m. / MAC 620 ****NOTE TIME CHANGE****

* Denotes that President Szafran will attend

Attendees: Renee Campbell, Jondavid DeLong, Kenneth Erickson, Molly Mott, Michael Newtown, Douglas Scheidt, Erin Voisin

Guests:

- I. **Topic/Question: Budget (Doug)**
 - a. **Data/Discussion:** Doug reminded the Deans of the dates for the Statewide Financial System's scheduled blackout period (March 25 - April 11) and ultimate "sweep" date (April 25).
 - b. **Action/Decision: Deans:** Please make sure you get your needs put on the system within these timeframes.

- II. **Topic/Question: Lecturers (Doug)**
 - a. **Data/Discussion:** Faculty are working on changes to their matrices. There needs to be clarity as to what is truly scholarship as opposed to continuing growth or service. Scholarship can be defined as something original and "out there" that is peer reviewed in the discipline and disseminated, as well as keeping current in the discipline for use in teaching students. Guidelines in writing will eventually be put in place to assist the faculty when preparing their portfolios for review.
 - b. **Action/Decision: Deans:** Have the faculty get their ideas on the matrices (the non-credentialed piece) down in writing. If they have been working on them and could have them due at the end of obligation, administration can review them over the summer.

- III. **Topic/Question: Next Admitted Students Day (J.D. & Molly)**
 - a. **Data/Discussion:** The process for mock classroom presentations during Admitted Students Day was discussed. A plan needs to be formulated so there is clarity for Admissions and faculty. Understandably because we have just started this, there are some growing pains and room for improvement. There was a good response rate from students; they want the classroom experience and hands-on instruction if possible and we want to ensure we are meeting that goal so students are seeing themselves fitting in and going home knowing that SUNY Canton is where they want to be. So what are we doing coherently and consistently? Molly pulled together what the deans are doing which is on the right track, but there needs to be better communication amongst the schools and Admissions. Instructor engagement is key; a connection with faculty is critical. This initiative is less challenging for the SHCJ and CSOET schools as there are labs and applied programs where faculty can engage these students. SBLA is a little more challenging, as there aren't as many "bells and whistles" in those programs. It was suggested that perhaps we do ½ the classroom lecture piece (30 minutes) with engaging faculty members, with a follow up with something hands-on/ tours (30 minutes); this gives the student the best of both worlds. It was suggested that going forward, we possibly have Admitted Student Day on Saturdays (one weekend per school). Mike requested that Admissions provide them with a # of attendees in advance so they can better plan. It was suggested

that for the lecture piece, a common course be utilized that several programs require such as a psychology or humanities course. These areas can present something interesting that will keep student attention. In addition, utilizing the Trading Room (if the crowd is small enough) for business-related presentations would work well. J.D. suggested rotating faculty so as not to burn them out.

- b. **Action/Decision: Deans:** Send Melissa and Molly your plan before the next Admitted Student Day which is April 8th.



Fall 2015 ISLO



2014-15 GER

Assessment Results.pj Assessment Results_ei

IV. Topic/Question: GER SLO's/ISLO's (Doug)

- a. **Data/Discussion:** So that we can show that our Gen Ed SLO's/ISLO's have a sequence and that we are "closing the loop" for the monitoring report, the Academic Assessment Committee will review the slides (attached). This will show the Middle States reviewers that we have implemented this process, it is running, and we will continue to do it going forward.
- b. **Action/Decision: Renee:** Add this to next week's Deans' Cabinet meeting for one last look. Invite Sarah to attend.

Deans' Cabinet

Agenda/Action Items

Date/Time/Location: March 15, 2016 / 9:00 – 11:00 a.m. / MAC 620

* Denotes that President Szafran will attend

Attendees: Renee Campbell, Jondavid DeLong, Kenneth Erickson, Molly Mott, Michael Newtown, Douglas Scheidt, Erin Voisin

Guests: Sarah Todd

I. Topic/Question: Individual Studies ~ AAS & Certificate (J.D.)

- Org. Ownership & AIM, PLO's; Closing the Loop (Doug)

- a. **Data/Discussion:** We do not have assessment results for Individual Studies. The program is listed under the School of Business & Liberal Arts on the website, however the majority of students in the program are in the School of Science, Health and Criminal Justice due to the elimination of the Health Science Career Studies certificate program. The Individual Studies Certificate program is still searchable on our website, however we have not had students enrolled in it since 2007.
- b. **Action/Decision:** It was decided that the Individual Studies, AAS program will be moved to the School of Science, Health, and Criminal Justice. **Renee:** Send the Individual Studies, AAS Assessment in the Major data from our last assessment to the Deans. **Renee:** Ask Travis to move the Individual Studies, AAS information from the School of Business and Liberal Arts to the School of Science, Health and Criminal Justice. **Renee:** Double check to make sure that the Individual Studies Certificate program is still active on the State Ed Inventory of Registered Programs. If so, complete the paperwork to deactivate/discontinue the program and see if we can get it on this week's Curriculum Committee agenda. **Renee:** Ask Travis to remove any Individual Studies Certificate information from the website.

II. Topic/Question: Assessment Process Feedback (Doug & Sarah)



SBLA Recommended CSOET Assessment &
Assessment Changes; Feedback from Fall 20

- c. **Data/Discussion:** Slides were reviewed and discussed.
- d. **Action/Decision: Renee:** Compile the faculty feedback into a document that can be shared with the faculty.

III. Topic/Question: Summer Fridays (Doug)

- e. **Data/Discussion:** The VP Group discussed summer hours. Questions as to necessity of offices being open for the full day on Fridays were raised and Vice Presidents were asked to get feedback from their staff. The following options were discussed:
 - i. All offices open 8:00 -4:00 Monday through Friday
 - ii. Offices open until 4:00 and utilize minimal staffing
 - iii. Continue with half day Fridays using accruals

JoAnne, Sarah, and the Deans do not feel that their offices need to be open on Fridays after noon. Molly stated concern that building doors get locked during the summer and inquired about obtaining keys for Admissions tours.

- b. **Action/Decision: Molly:** Share last year's summer data with Deans' Cabinet. **Molly:** Molly will bring this up at her Directors Meeting today and let Doug know their thoughts. **Doug:** Take the half day Friday feedback to his next VP Group meeting. **Doug:** Check to see if it is possible for Admissions to have access to buildings during the summer for tours.

IV. Topic/Question: Professional Development Proposal (Doug)

- a. **Data/Discussion:** The ad is ready to give to Dave Rourke to post.
- b. **Action/Decision:** The proposed name for the office is the Center for Academic Excellence. The proposed co-director titles will be:
 - * Co-Director & Coordinator of Assessment & Continuous Improvement
 - * Co-Director & Coordinator of Academic Professional DevelopmentBoth of these positions will report to Sarah Todd.

V. Topic/Question: Searches (Doug)

- a. **Data/Discussion:** Doug is wondering about the status of current faculty searches.
- b. **Action/Decision:** Due to time restraints today, Doug will discuss this in his individual meetings with the Deans.

VI. Topic/Question: Existing Lecturers - Terms and expectations (Doug)

- c. **Data/Discussion:** We have a significant amount of faculty in non-tenure track visiting lines or lecturers. Doug would like to give thought as to what our expectations should be for these folks going forward.
- d. **Action/Decision:** It was decided that Doug and the Deans will discuss these faculty in their individual meetings.

VII. Topic/Question: EOP Advising (Molly)

- a. **Data/Discussion:** Molly reiterated the plan for spring 2016 EOP advising: The primary advisor will be an EOP counselor and the secondary advisor will be a faculty member from the School. In order to ensure that the academic advisors will need to be consulted prior to a student scheduling him/herself, the EOP counselors will not be given PIN numbers to give to students, they will only be available from the faculty advisors. After this semester, and when new EOP Director is hired, need to revisit EOP advising. This needs to happen early summer before EOP summer program. Discussion to include communication plan for faculty and EOP counselors.
- b. **Action/Decision: Deans: Deans:** Please pass on to your faculty the EOP advising plan for spring 2016. Send Molly the names of three faculty members who could serve on the EOP Director search.

Deans' Cabinet Plus
Agenda/Action Items

Date/Time/Location: March 2, 2016 / 8:00 – 9:00 a.m. / MAC 620 * Note day and time change *

* Denotes that President Szafran will attend

Attendees: Renee Campbell, Jondavid DeLong, Kenneth Erickson, Melissa Evans, JoAnne Fassinger, Molly Mott, Michael Newtown, Douglas Scheidt, Memorie Shampine, Sarah Todd, Erin Voisin

Guests: Anne Sibley, Sharon Tavernier

I. **Topic/Question: Reunion & Gifts (Anne Sibley)**

a. **Data/Discussion:** Anne briefed the group in regards to Gifts in Kind, Fundraising, and Alumni Weekend Reunion.

i. **Gifts in Kind** – A Gift in Kind would be a gift of equipment or software given to a program(s). Anne asked that if programs receive donations like this, to please let her know so her office can officially record it as a gift to the college; this helps the College Foundation as well as the company. A receipt can be provided for the donation, plus it gives her office a lead to the donor for future donations in their program of interest.

ii. **Fundraising** – We want to be sure we are exploring all possibilities in regards to information around people who want to donate. Anne's staff can be more effective if they know who has interest and work on strengthening those relationships over time. Along those same lines, Anne would like to hear about aspirational ideas. People who have potential to be large donors are the people who will be inclined to make a gift if they know their donation will help us be a better college. When thinking of ideas, Anne's staff will go out on the road with a checklist. Adding something with flash rather than something that is expected (such as desks), would be more likely to get donors excited about giving.

iii. **Reunion** – Reunion is Saturday, June 4th. Several events are scheduled throughout the day. In the morning from around 9:00 – noon, Anne suggested inserting some academic “showcases” with faculty and students if possible. Returning alumni will be attending, and she feels we can do more to show off what it is that is great about SUNY canton today. Instead of tours, Anne is hoping to have four or five locations (labs or classrooms) conducting demonstrations so alumni can see what is being done in the classroom; thus triggering positive reactions. JoAnne mentioned that we have our Scholarly Activities Program in the Library in April and suggested the possibility of keeping those displays up for the alumni to view during reunion. She also mentioned that Morgan Elliott has some wonderful program videography that could perhaps be put on the televisions around campus during reunion to showcase student and faculty work. Hands on equipment demonstrations or fascinating lecture pieces would be great. For the first time doing this, we would have a single linear path so that folks aren't scattered with small groups at each presentation. Another suggestion to increase attendance were to invite faculty/staff. Tickets could be offered at a discounted price for the BBQ for those folks and their families or invite them to the fireworks which would be at no cost to them. Doug also mentioned that he sent the academic space needs to Anne to share with the alumni, as that may resonate with donors.

- b. **Action/Decision: Deans:** Reach out to your faculty to see if there are volunteers willing to conduct these academic presentations. Anne would like to have the specifics of where the locations will be, what is going to be presented, etc. within the next six weeks so the schedule can be created. **Molly:** Talk to directors in her area as well. **Renee:** Add this topic to our agenda in a couple weeks to check in with the Deans to ensure it doesn't fall off our radar. **Deans:** Let Doug know if you have additional ideas to make reunion weekend a success, which he will relay to Anne.

II. **Topic/Question: Assessment Process Feedback (Doug & Sarah) ***



SBLA Recommended
Assessment Changes.



CSOET Assessment
Feedback from Fall 20

- a. **Data/Discussion:** Feedback in regards to "assessing the assessment process" data was briefly reviewed. Due to time restriction, this topic will be re-visited.
- b. **Action/Decision:**

III. **Topic/Question: AASCU Debrief (Doug & Molly)**

- a. **Data/Discussion:** Tabled due to time restriction.
- b. **Action/Decision:**

IV. **Topic/Question: Summer Session Analysis (Doug & Molly)**

- a. **Data/Discussion:** Tabled due to time restriction.
- b. **Action/Decision:**

V. **Topic/Question: Gateway to Success (Mike)**

- a. **Data/Discussion:** Sharon explained the history of G2S. The purpose is to offer block courses to underprepared students leveled for both developmental (remedial) math and English in the fall semester so they are prepared for college level work in the spring semester. Sharon also provided data showing that the program has been working well since it began in 2012. In Fall 2015, there was a decrease in students who successfully completed both MATH 106 and ENGL 101. While the English Department feels that this process is working well, the math piece has been a bit of a challenge of late. Faculty are frustrated by the decline in success and students are frustrated with the shuffling of courses between the seven week blocks and change of scheduling at the last minute if they are not successful. Some possible solutions were discussed.
- b. **Action/Decision: Mike:** Set up a meeting for Sharon, Mike, and the math faculty to discuss ways to identify the symptoms of the problems, work on fixing them by discussing productive solutions, and focus on which model will make this program work best. Doug is meeting with the math department today and will bring this discussion up. **Sarah:** Look at completion data on these cohorts of students and see what those retention rates are.

VI. **Topic/Question: Labor Management Debrief (Doug)**

- a. **Data/Discussion:** Questions in regards to the 5th course addition to lecturer load were addressed in preparation for tomorrow's Open Forum, specifically equity in teaching loads.
- b. **Action/Decision:**

Deans' Cabinet

Agenda/Action Items

Date/Time/Location: February 23, 2016 / 1:00 - 3:00 p.m. / MAC 620 (please note time change)

* Denotes that President Szafran will attend

Attendees: Renee Campbell, Jondavid DeLong, Kenneth Erickson, Molly Mott, Michael Newtown, Douglas Scheidt, Erin Voisin

Guests:

- I. **Topic/Question: Assessment Process Feedback (Doug & Sarah)**
 - a. **Data/Discussion:** Tabled until next week.
 - b. **Action/Decision:**

- II. **Topic/Question: Faculty Titles (Doug)**
 - a. **Data/Discussion:** The four faculty title proposals that Dr. Szafran referred to at the last Faculty Assembly meeting were reviewed and discussed. Revisions were suggested.
 - b. **Action/Decision:** Revisions will be made to the proposals and edited versions will be sent to the Deans for review. A special Faculty Assembly/Open Forum will be held.

- III. **Topic/Question: AASCU Debrief (Molly & Doug)**
 - a. **Data/Discussion:** Tabled until next week.
 - b. **Action/Decision:**

- IV. **Topic/Question: Degree Works Change Request Form ~ Approval of Form (J.D.)**
 - a. **Data/Discussion:** The Deans approved the Degree Works Change Request Form.
 - b. **Action/Decision: Renee:** Let Memorie know that the form can begin being utilized.

- V. **Topic/Question: FYI: SURC Conference ~ April 15, 2016 (Doug)**
<http://blog.cobleskill.edu/SURC/surc.html>
 - a. **Data/Discussion:** Doug will be attending the SUNY Undergraduate Research Conference (SURC) in April. SURC is a multi-disciplinary event hosted every spring, bringing together undergraduate student researchers and faculty mentors from across SUNY system for a full day of activities. It follows the same model as our campus-based Scholarly Activities Celebration.
 - b. **Action/Decision: Deans:** Please pass this information onto your faculty to see if any of their students have an appropriate presentation to bring forth for submission. (SURC link is attached)

- VI. **Topic/Question: Anticipated Hires 2017 (Doug)**
 - a. **Data/Discussion:** The rough draft of the Anticipated Hires spreadsheet for the 2017 searches was reviewed and discussed.
 - b. **Action/Decision: Renee:** Make revisions per the discussion and forward to the Deans.

VII. Topic/Question: Space Needs (Doug)

e. Data/Discussion: The Deans' space needs were shared.

f. Action/Decision: Doug: Will take the space needs requests to his next VP Group Meeting.

Deans' Cabinet

Agenda/Action Items

Date/Time/Location: February 9, 2016 / 9:00 – 11:00 a.m. / MAC 620

* Denotes that President Szafran will attend

Attendees: Renee Campbell, Jondavid DeLong, Kenneth Erickson, Molly Mott, Michael Newtown, Douglas Scheidt, Erin Voisin

Guests: Sarah Todd

- I. **Topic/Question: Closing the Loop Fund Allocation (Doug)**
 - a. **Data/Discussion:** The Program Assessment power point slides that included funding requests were reviewed and discussed.
 - b. **Action/Decision: Renee:** Update spreadsheet and share with the Deans for accuracy.

- II. **Topic/Question: Outcome Measures (Sarah)**
 - a. **Data/Discussion: FYI:** Sarah shared the IPEDS Outcome Measures Component Summary which is a new report for 2015-16. This report measures six year completion rates for all new students (freshmen and transfers) at all degree levels. She also shared that our fall-to-spring retention rates are up this year compared to last year.
 - b. **Action/Decision: Sarah:** Will send the fall to spring retention rate data by program to the Deans by Friday.

- III. **Topic/Question: Personnel Timeline ~ Recommendations from Deb Molnar (Doug)**
 - a. **Data/Discussion:** When the Appeals and Promotions Committee looks at faculty appeals, it is after obligation and faculty are not on campus. The timeline is confusing because there are different dates based on what faculty are applying for. The Appeals and Promotions Committee proposed a new timeline in hopes that there will be more flexibility and consistency for this process. The proposal was shared and discussed.
 - b. **Action/Decision:** The Deans made some tweaks to the timeline. **Doug:** Take the Deans' suggestions to the VP Group on Friday.

- IV. **Topic/Question: FYI: Space Needs (Doug)**
 - a. **Data/Discussion:** The lower level of Wicks Hall will be vacant soon. Doug asked for a list of space needs (i.e., full-time adjuncts, labs, storage, etc.) from the Deans to take to Executive Cabinet to represent those needs there.
 - b. **Action/Decision: Renee:** Go back and find the space needs lists that the Deans compiled in the past and send to the Deans. **Deans:** Make tweaks and re-send to Renee.

- V. **Topic/Question: FYI: P.R. Daily Update Needs (Doug)**

- a. **Data/Discussion:** The President and VP Group are meeting on Friday and will be discussing the campus daily update email.
- b. **Action/Decision: Deans:** Send Doug any feedback that you would like represented in that discussion.

Deans' Cabinet Plus
Agenda/Action Items

Date/Time/Location: February 2, 2016 / 9:00-11:00 am / MAC 620

* Denotes that President Szafran will attend

Attendees: Renee Campbell, Jondavid DeLong, Kenneth Erickson, Melissa Evans, JoAnne Fassinger, Molly Mott, Michael Newtown, Douglas Scheidt, Memorie Shampine, Sarah Todd, Erin Voisin

Guests: Courtney Bish

I. Topic/Question: SGA Input – CDO Position (Doug & Courtney)

a. **Data/Discussion:** Doug and Courtney collaborated in moving the Co-Diversity position process forward and met with the Student Government officers for their input. Based on that meeting, a revised position description was shared with Deans' Cabinet. A few edits were suggested, accepted, and approved. From here, it will go before Executive Cabinet for approval, and finally to Human Resources to begin an internal search.

b. **Action/Decision: Renee:** Make the final edits to the proposal, send to Michaela and ask her to add it to today's Executive Cabinet meeting agenda if possible.

II. Topic/Question: GER Transfer Policy (Memorie & Doug) *

a. **Data/Discussion:** In instances when a student is transferring in GER courses that do not equate to our GER courses from another SUNY institution, what credit should we be giving the student? If the transferring course has the same content but not the same student learning outcome, do we give them equivalent GER credit? SUNY policy states that the student be given the GER credit, as this gives students good SUNY transferability. As students still need to meet 7 GER's and 30 credit hours of general education anyway, it gives them more flexibility and doesn't hurt anything to give them the GER credit. The placement of the course(s) will continue to be at the Dean's discretion. We do not want to make it harder for transfer students on the front end, as what they are looking to see is what transfers in and thus, how long it will take them to graduate. By definition, our transfer finder database is a "contract" we abide by and we would be at a disadvantage if the information is not accurate. So as long as we are updating it continuously, we should be ok. Something that is equivalent vs. functionally equivalent would be done as a substitution in Degree Works and the Dean's Office looks at questionable courses that come up. The bigger problem is if we have something that should be on the database and we haven't identified it yet and the student ends up going somewhere else. It was suggested that students be made aware what the process is to challenge something they feel they should be given credit for that is not listed on our transfer database. Can a disclaimer be put on the transfer finder stating that if a student feels they should get credit for something, to contact the Dean's Office?

b. **Action/Decision:** It was agreed that we will maximize the GER credit completion. **Melissa:** Look into putting a disclaimer on the transfer finder directing students who question transfer credit to the Dean's Office.

III. Topic/Question: Grant Workshop Discussion (JoAnne) *

a. **Data/Discussion:** Raj Sashti approached JoAnne in regards to hosting a faculty/staff grant workshop. The workshop would touch on ways to be a successful grant writer, purposes of writing grants, and obtaining grant resources. He gave JoAnne some dates during the week of April 21st, however during that time we are

gearing up for finals, Honor's Convocation, Admitted Student Days, etc. which could be difficult timing for faculty and staff on campus. JoAnne is concerned that it would be hard for people to participate and wants to make good use of Raj's time. The Deans agreed.

b. Action/Decision: JoAnne: Reach out to Raj and ask if this could be done either in late March or into the middle of September instead to ensure more faculty/staff involvement.

IV. Topic/Question: Faculty Calling (Melissa) *

a. Data/Discussion: Melissa is hoping with the yield season upon us, that some faculty may be utilized to call potential students in an effort to encourage enrollments and deposits. She feels that potential students would be very receptive to receiving calls from teaching faculty in their programs of interest, who talk about what is new and exciting in their program. In addition, faculty offering students their contact information and advising them to reach out with any questions/concerns would be beneficial for creating a communication link between the student and the faculty member. This semester, Melissa would like to "close the loop" by taking notes and feedback from faculty who participate and putting that information into Banner; specifically to get an idea of reasons students do not plan to attend and if we can assist with these reasons (financial, etc.). Melissa also reminded the Deans that Admissions plans go ahead with the mock classrooms for Admitted Student Day; we want the students to have a fun experience with faculty. Melissa's office is happy to assist with any of these endeavors.

b. Action/Decision: Melissa: Provide scripts and prompts to assist the faculty in calling this cohort of students to the Deans. **Deans:** Reach out to faculty and ask if they would be willing to participate in calling potential students. If so, ask them to contact the Admissions Office.

V. Topic/Question: Apply to Graduate Process ~ Laddered Curriculum (Memorie)

a. Data/Discussion: As we are moving towards a mandatory apply to graduate process, a problem we are facing pertains to students who are directly admitted into a bachelor program and therefore Banner does not create a record for an associate degree for these students. Therefore students are not able to apply to graduate for their associate degree. Do we want our IT people to create it so these records can be created in Banner? If so, those programs need to be identified so they can be embedded and IT can create the record. There is really no down side to doing this, as students will walk away with an associate degree, and would show as completions for the college. Sarah and JoAnne also mentioned how this would help us hugely with our Perkins grant money as well. Another suggestion was programming the laddered associate degrees as a double major. J.D. explained that the Liberal Arts faculty are currently working on revising the Liberal Arts degree to be backwards compatible with most of the college's four year programs. He is having his bachelor degree curriculum coordinators explicitly lay out their program with the Liberal Arts degree so a two-year path is identified; the advisors and Dean's Office will be aware of exactly what coursework the student needs to obtain their associate degree while working on their bachelor degree.

b. Action/Decision: It was decided that other offices on campus would need to be brought in on the conversation regarding double majors, as we need to know what implications would be in doing so (financial aid, IT, etc.). **Deans:** Send Memorie your four year programs with a two year program embedded in it. **Memorie:** Check with

IT to identify those embedded programs and create a record. **Renee:** Work with Memorie to decide what other offices need to be involved and invite them to a future Deans' Cabinet to continue this discussion.

VI. Topic/Question: Workflow (Group)

a. Data/Discussion: The workflow processes were reviewed and discussed. Suggestions were made as to the removal of some signatures that may be unnecessary in normal cases (ex., Dean's Office double check on drop/add form).

b. Action/Decision: Due to time restraints, the discussion will continue at a future Deans' Cabinet meeting.

VII. Topic/Question: Reminder FYI: ENGL 101 Composition & The Spoken Word

a. Data/Discussion: FYI: Beginning in Fall 2016, ENGL 102 will no longer be taught and ENGL 101 will no longer be Expository Writing; it will be called Composition & The Spoken Word. This will be our GER 10 for students.

Deans' Cabinet

Agenda/Action Items

Date/Time/Location: January 26, 2016 / 9:00-11:00 a.m. / MAC 620

* Denotes that President Szafran will attend

Attendees: Renee Campbell, Jondavid DeLong, Kenneth Erickson, Molly Mott, Michael Newtown, Douglas Scheidt, Erin Voisin

Guests:

I. Topic/Question: Tutoring Needs (Molly)

- a. **Data/Discussion:** There has been a huge growth in the Tutoring Center, both for face to face and online students. Reasons include the resource rich community setting, the supportive environment they provide, and the fact that faculty will likely be requiring more writing assignments because of SLO assessment efforts in Taskstream. In addition, we have many special needs and first generation students who require the extra assistance. The Business & Accounting labs have been especially busy. Tutoring is available for special populations as well, such as EOP, CSTEP, TRIO, Accommodative Services and Academic Recovery students. An off-term tutoring pilot program was done over winter term and it was very busy. The hope is to try to create a full-time position, as students prefer to be assisted by someone who knows the course work, and not a third party person. Currently, we have a veteran's grant with JCC, a Perkins Grant for the Engineering Lab, a CSTEP grant, and are writing other grants. Corning is sponsoring a tutor for the year and we want to see other industries follow suit. We are going to have more needs and we need to decide we are going to pay for tutoring services. Johanna Lee is hoping to come to academic schools for dialog to talk about how to meet these needs. Tutoring is not just remediation, it is a resource. We are aware of the growth and needs for tutoring services.
- b. **Action/Decision: Molly:** Let Doug know what our current staffing is for tutoring.

II. Topic/Question: OLAC Recommendations for Faculty Needs (Molly)

- a. **Data/Discussion:** The Online Learning Advisory Committee has recommended that the college actively pursue lecture capture as both a pedagogical tool and as a campus-side service. The committee has researched several different top lecture-capture technology products and have provided justification for Panopto technology software, as it can be used for purposes other than instructional.
- b. **Action/Decision: Molly:** Ask the OLAC committee to find out the cost and check with Kyle Brown to make sure we are able to utilize the proposed software.

III. Topic/Question: Anticipated Hires 2016-17

- a. **Data/Discussion:** It is almost February and we need to start talking about anticipated hires for 2016-17. The timeline for having the spreadsheet of needs to the Provost Office is March 1st.
- b. **Action/Decision: Deans:** Have a conversation with your departments to decide what upcoming needs will be required for next year. **Renee:** Email the Anticipated Hires template to the Deans.

IV. Topic/Question: Wicks Space (J.D.)

- a. Data/Discussion:** The lower level of Wicks will have some space freeing up, as EMT and SBDC will be moving to different locations on campus. The Deans are hoping the space can be utilized for faculty offices or classroom space.
- b. Action/Decision: Deans:** Submit your faculty office space needs to Doug.

Deans' Cabinet

Agenda/Action Items

Date/Time/Location: January 19, 2016 / 9:00 - 11:00 a.m. / MAC 620

* Denotes that President Szafran will attend

Attendees: Renee Campbell, Jondavid DeLong, Kenneth Erickson, Molly Mott, Michael Newtown, Douglas Scheidt, Erin Voisin

Guests: David Rourke, Terry Waldruff, Tess Murphy, Kerrie Cooper, Memorie Champagne

- I. **Topic/Question: Department Chair Stipend Allocation/Charge (Dave & Terry)**
 - a. **Data/Discussion:** Currently, some Department Chair stipends are allocated locally and some are allocated centrally. Similarly, some chairs are charged partially to the Deans' account and partially to the department account. This inconsistency is confusing for the Business Office. To be consistent and to find salaries and stipends more easily, Terry has requested that the allocation for Department Chairs be put into the department account in which that person oversees; the charge and the allocation would be in the same place. This would show the true cost for departments and the Deans' accounts would not be overinflated with Department Chair stipends.
 - b. **Action/Decision:** Beginning on July 1st, the chair stipend will come out of the home department account that the chair oversees.

- II. **Topic/Question: Final Grade Entry in UCan Web (Tess, Memorie & Kerrie)**
 - a. **Data/Discussion:** Tess presented the final grade entry in UCan Web that was created to assist Financial Aid in determining a student's date of last attendance for compliance purposes.
 - b. **Action/Decision:** It was decided that Tess would eliminate the "close this window" box and make the following wording changes in this order to the text box:
 - * You must input the Date of Last Attendance
 - * Date box
 - * If you do not enter a date the student last attended, your class grades will not be submitted. If the student never attended, put "0" in the credit hours box.
 - * Kerrie will write up a text to send to Tess that will be also be added stating: DLA = XXX with examples to assist faculty, especially adjunct faculty, to understand what to base the date of last attendance on.Tess will make the changes send them, along with screen shots, to the Deans' Cabinet for a final review. Memorie will add this information to her final grade memo she sends to the faculty. **Renee:** Add a line on the Grade Change Form stating that if a faculty member is assigning a grade of "F" a date last attended must be added. Send out to the appropriate offices.

- III. **Topic/Question: Deans' Assessment Symposia De-Brief, Assessment Process Feedback, Closing the Loop Fund Requests (Doug)**

- a. **Data/Discussion:** The Deans reported that the Assessment Symposia went well. Although this process continues to be a work in progress, we are on the right path and we need to continue on this path to get where we need to be. The Academic Assessment year starts in January and ends in December, with the report out for the resource request piece in the spring so that the findings can be tied to a budget; we would like to make allocations public before spring break. Therefore, it was suggested that a deadline be determined for the Deans' Cabinet to review the slides and tie each program's findings to a budget.
- b. **Action/Decision:** It was decided that the deadline will be two weeks from today (Tuesday, February 2, 2016). **Deans:** Send Renee all of your department assessment power point slides. **Renee:** Add the slides to Blackboard for the Deans' Cabinet to review and discuss at the February 2nd Deans' Cabinet meeting for closing the loop fund requests. Sarah Todd will attend. **Renee:** Add the power point slides somewhere that is easily accessible to the faculty; let the faculty know where they are being housed.

IV. Topic/Question: Paying for Outside Program Reviewers (J.D.)

- a. **Data/Discussion:** SUNY policy requires that external, out of state reviewers be used to review our new bachelor degree program proposals. As the reviewers are required to physically come to campus to review our programs, what is our existing policy for honorariums for consultation from these reviewers and can we pay for their travel? For Assessment in the Major (existing programs) external reviewers, we were prohibited from paying out honorariums in the past and have since been using faculty from other SUNY colleges to review our programs. On another note, an appropriate timeframe needs to be developed as to how long it takes departments to submit their program proposals after the external review piece is completed.
- b. **Action/Decision: Doug:** Discuss our policy for paying travel and honorarium expenses to external reviewers with Shawn Miller. The Deans agreed that depending on the complexity of the program, 3-6 months would be an appropriate timeframe for departments to have the program proposal prepared to be sent to SUNY.

V. Topic/Question: Primary Advisor (EOP or Faculty Member) (J.D.)

- a. **Data/Discussion:**
- b. **Action/Decision:** Tabled

Deans' Cabinet Plus Agenda/Action Items

Date/Time/Location: January 5, 2016 / 9:00 - 11:00 am / MAC 620

* Denotes that President Szafran will attend

Attendees: Renee Campbell, Jondavid DeLong, Kenneth Erickson, Melissa Evans, JoAnne Fassinger, Molly Mott, Michael Newtown, Douglas Scheidt, Memorie Shampine, Sarah Todd, Erin Voisin

Guests: David Rourke, Dr. Szafran

- I. **Topic/Question: Overload Policy ~ Mike & David ***
 - a. **Data/Discussion:** Currently, there is a range of 15-17 contact hours in the formula we use for paying overloads and extra service; this is causing confusion. It was suggested that we meet in the middle and use a flat 16 contact hours so it's consistent and easier to figure out.
 - b. **Action/Decision:** It was agreed that something clearer and more consistent would be better for everyone. Concern were raised about this from a budgetary perspective. **Dave and Sarah:** Pull a report which will include full-time faculty and adjuncts whose workload is measured in contact hours to see what, if any, implications there would be from a budgetary standpoint. Those with no additional pay will be on a separate list so we can see what that group looks like as well. The data will be reviewed and a decision can be made.

- II. **Topic/Question: Programmatic Assessment: Are we ready to support this month's work? ~ Doug ***
 - a. **Data/Discussion:** The bulk of our reporting will be everything that has happened up until the end of this month. For our upcoming Middle States monitoring report, it is important that we nail this work. Program learning objectives and program SLO's need to be appropriate. Problems seem to be the mapping from course to program, therefore Sarah's reports are stating that there are no findings available. The programs need to be reporting on January 15th so they need to have some time next week to get together as program faculty to show their findings. Sarah will aggregate them for closing the loop to be ready for February 1st. Sarah is providing the curriculum coordinators with the raw data. Post January 15th, we will look at what we need to do the nail the monitoring report. If we get through next Friday's work, we can look and see what we have, what looks right, what reaches the adequate threshold and what needs emergency tweaking. We should follow the same schedules as last year to avoid confusion. Spring deadlines will match last year.
 1. Assessment plan (measures) are due by the third week (E/NE date) of classes.
 2. The next date for findings will be due at final grades.
 3. Assessment plans would be in when faculty are handing out their syllabi at the beginning of the semester. The only changes will be for course improvement. Findings and changes to be due in Taskstream at the time final grades are due.
 4. Program coordinators will be responsible for the 3-5 program and institutional goals will be due March 15th. The goals are based on January program assessment; it will be confusing if we have two deadlines.

5. Add-Ins due by March 15th (for goals and budget allocations).

A January annual cycle makes sense so next January we will take spring/ fall 2016 course level SLO's and do one big meeting in January again. If we are only doing once a year, we need to encourage program faculty to identify indirect measures that they are collecting in addition to this course level assessment to inform the program.

- b. **Action/Decision:** Sarah suggested that after January 15th, the Deans, Sarah, and Doug should sit down and talk about how we assess the assessment process that will go in our monitoring report. It was decided they will meet after we have had the Aqua representation. **Sarah:** Check after tomorrow to see what has been submitted. **Deans:** Tell faculty to keep it simple at this level and summarize. Get all power point slides electronically and we can put them in a document repository; have faculty present and address only the last two slides at their school meetings due to time constraints.

III. **Topic/Question: Workflow Processes/Banner Workflow ~ Memorie & J.D.**

- a. **Data/Discussion:** Before the programming begins for Banner Workflow, it needs to be decided how our processes are going to work from start to finish. Memorie stated that she believes SUNY Binghamton and SUNY Oswego have a successful workflow process for these forms.
- b. **Action/Decision:** As we want our processes to make sense, it was decided that we will first look at the layout of the two forms (Course Change Notice & Withdrawal Forms) and reach out to the offices that are required to sign to get clarification from them as to the importance of the signature and if some can possibly be streamlined together. Once that information is gathered, it will be reviewed along with deadlines and timelines and eventually a programmer will be brought into the discussion. **Memorie:** Check with SUNY Binghamton and SUNY Oswego and find out how they make their workflow processes work. **Renee:** Email the offices on the current forms and ask that they write a sentence or two clarifying the importance of the signature (e.g., opportunity to advise student on program implications or financial aid implications or approval/denial).

IV. **Topic/Question: Admitted Student Day Agenda ~ Mock classes instead of academic presentations? ~ Melissa**

- a. **Data/Discussion:** The hope is to infuse two big things into Admitted Student Day; getting students excited about campus life and increase our resident students and infuse school spirit. Hopefully, being excited about being a student at SUNY Canton will prompt them to deposit and come here. The Open House and Admitted Student Day feedback was looked at and students would like different experiences at the fall and spring events. Melissa proposed mock classes instead of individual programs, throughout the three schools, something that would apply to the masses and where students would get the student/faculty classroom experience. Anything that will make the student picture themselves as a student here; excited, connected, engaged. Some suggestions made were:
 1. Because not all of our students are the typical 17 year old high school student, do one big presentation first and then branch out to individual academic programs.

2. Hands on demonstrations where students can not only touch a piece of equipment, but possibly even operate it. This would be great in the Canino engineering programs.

3. Ask faculty to engage in interesting activities during the class, even if it is not what was in their original plan for the day.

- b. **Action/Decision: Deans:** Encourage your department faculty to participate in this and to think about a presentation or lesson plan that can be used to enhance the student experience while here for Admitted Student Day. For further guidance, they can reach out to Melissa.

V. **Topic/Question: Carthage English & Social Science ~ J.D.**

- a. **Data/Discussion:** The Social Science and Humanities departments are not comfortable with credentialing the Carthage High School faculty. The Social Science Department decided that American History will be the only history course taught there for now. Everyone agreed that the mentorship model will be used and our faculty will work with the high school teachers in regards to subject matter in order to align the Student Learning Outcomes of our college. There are questions as to the logistics of the upcoming meeting with Carthage and also what the mentorship program will look like; specifically what the mentor responsibilities will be and determining ways to ensure that things are not falling through the cracks (ex., final grade submission, engaged/ not engaged, MTS, etc.), as has happened with programs like this in the past. There will be no exceptions; these are college level courses and our deadlines and expectations will need to be followed. This will need to be outlined in the Memorandum of Understanding (MOU) so Carthage understands that they will be required to adhere to these requirements. The high school students will be charged \$60 per credit hour; an account needs to be created for this revenue to be put into.

- b. **Action/Decision:** It was decided that the members involved in this discussion will have a preliminary meeting to clarify the terms of this partnership before meeting with them on Monday. Memorie asked that a timeline be decided at the Carthage meeting so everything can be in order timely and not at the last minute. **Erin:** Set up a meeting. **Renee:** Ask Terry if we still have an account set up to house this type of revenue.