Meeting, Board of Trustees
Dutchess Community College
August 10, 2021
Bowne 122

AGENDA

I.   Call to Order

II.   Roll Call

III.   Pledge of Allegiance

IV.   Approval of Agenda

V.   Swearing-in of Trustee Ibis Guzman

VI.   Public Comment

VII.   Consideration of Minutes of Meetings

   A.   June 7, 2021
   B.   June 22, 2021

VIII. <u>COMMITTEE REPORTS</u>

   A.   <u>Finance and Facilities</u> (S. Appel, Chair)

       1.   Revision to Funding Source for Capital Project Related to the Acquisition of Property (Res. #2021-61)

       2.   Reaffirmation of Authorization to Purchase Property (Res. #2021- 62)

   B.   <u>Personnel and Community Relations</u> (A. Flesland, Chair)

       1.   Professional Staff Appointments (Res. #2021-63)

       2.   Approval of Memorandum of Agreement with DUE re Transition to Remote Learning/Remote Services for Full-time Unit (Res. #2021-64)

       3.   Approval of Memorandum of Agreement with DUE re Transition to Remote Learning/Remote Services for Part-time Unit (Res. #2021-65)

       4.   Approval of Payment to CSEA and Management/Confidential Employees for Transition to Remote Services (Res. #2021-66)

       5.   Approval of Professional Staff Salaries for 2021-2022 (Res. #2021-67)

6. Extension of Human Resources Consultant Contract (Res. #2021-68)

C. <u>Board Policy Committee</u> (D. Kuffner, Chair)

1. Approval of Certificate Program and Micro-Credentials Policy
    (Res. #2021-69)

IX.   Report of the Student Trustee

X.   Report of the Chairperson

XI.   Report of the President

XII.   Other Business

XIII. Date of Next Meeting – **September 28, 2021**

XIV.   Adjournment

VIII.   COMMITTEE REPORTS

    A.   Finance and Facilities

        1.   Revision to Funding Source for Capital Project Related to the Acquisition of Property (Res. #2021-61)

           The College's approved Facilities Master Plan contains a recommendation that the College purchase the property located at 176 Creek Road if it becomes available. By Resolution #2013-10, dated November 12, 2012, the Board declared the purchase of this property as a capital project, with the State to pay for 50% of the project and the County to pay for 50%. Subsequently, it was determined that the DCC Association would pay for the County's share of the project. The Association Board approved funds for this project by Resolution #2021-07, dated March 1, 2021. A resolution is needed to revise the funding sources for the purchase.

        2.   Reaffirmation of Authorization to Purchase Property (Res. #2021-62)

           One of the recommendations included in the College's approved Facilities Master Plan is to purchase the property located at 176 Creek Road. The Board of Trustees previously approved the purchase of the property by Resolution #2013-11, dated November 12, 2012. It is recommended that the Board reaffirm authorization to purchase this property.

    B.   Personnel and Community Relations (A. Flesland, Chair)

        1.   Professional Staff Appointments (Res. #2021-63)

           a.   Administrative

               Stefani Timpano is recommended for appointment as Development Coordinator for the DCC Foundation for the period August 2, 2021 through August 31, 2022, at an annual salary of $68,477, prorated for the period of time worked. Ms. Timpano, who replaces Victoria Halfpenny, received her B.S. from Marist College. She is currently serving as secretary to the Town of Clinton Supervisor and is a sales person at McNiff Real Estate LTD.

           b.   Faculty

               Kenneth Andreu is recommended for a tenure-track appointment as Airframe Maintenance Technician (AMT) Lecturer in the Department of Business, Aviation and Construction Professions for

the period July 6, 2021 through August 12, 2022, at an annual salary of $86,814, prorated for the period of time worked. Mr. Andreu, who received his B.A. from SUNY Oneonta and M.S. from the College of New Rochelle, also graduated from Mohawk Valley Community College's Air Frame and Powerplant Technician FAA Certificate Program. In addition to being self-employed as a General Aviation Mechanic, he served as a Special Education Teacher at Hawthorne Cedar Knolls UFSD for forty years. He has the following certifications: FAA Air Frame and Powerplant Mechanic, FAA Private Pilot, and FAA UAS Pilot.

Michelle Conklin is recommended for a tenure-track appointment as Airframe Maintenance Technician (AMT) Lecturer in the Department of Business, Aviation and Construction Professions for the period July 12, 2021 through August 12, 2022, at an annual salary of $69,808, prorated for the period of time worked. Ms. Conklin, who received an Aviation Maintenance Technician Certificate from Mohawk Valley Community College, also received an A.A. from SUNY Orange County Community College and a B.S. from SUNY New Paltz. She has worked as an Aviation Maintenance Technician at Textron Aviation for over three years.

2. Approval of Memorandum of Agreement with DUE re Transition to Remote Learning/Remote Services for Full-time Unit (Res. #2021-64)

   Due to the COVID pandemic, faculty and staff had to quickly transition to remote modalities and services. The proposed MOA between Dutchess United Educators (DUE) and the College for full-time employees covered under the DUE contract addresses payment for training and development work required to transition to remote learning and remote services. Funding for this payout is available from Federal stimulus monies that can be used for this purpose.

3. Approval of Memorandum of Agreement with DUE re Transition to Remote Learning/Remote Services for Part-time Unit (Res. #2021-65)

   Due to the COVID pandemic, faculty and staff had to quickly transition to remote modalities and services. The proposed MOA between Dutchess United Educators (DUE) and the College for part-time employees covered under the DUE contract addresses payment for training and development work required to transition to remote learning and remote services. Funding for this payout is available from Federal stimulus monies that can be used for this purpose.

4. Approval of Payment to CSEA and Management/Confidential Employees for Transition to Remote Services (Res. #2021-66)

   It is recommended that both CSEA and Management/Confidential

Employees also receive compensation for the required transition to remote services due to the COVID pandemic.

5. Approval of Professional Staff Salaries for 2021-2022 (Res. #2021-67)

The current Collective Bargaining Agreement between Dutchess Community College and Dutchess United Educators expired on August 31, 2020. Because a successor agreement has not yet been negotiated, this action authorizes salaries to continue at their current levels for all professional staff, including management/confidential employees, beyond September 1, 2021.

6. Extension of Human Resources Consultant Contract (Res. #2021-68)

The search for an Associate Vice President of Human Resources has not yet been concluded. **Ruth Spencer**, who has been serving as our Human Resources Consultant, has agreed to extend her contract while the search is continued. The contract extension will be for the period September 1, 2021 through December 31, 2021, at a weekly payment of $2,450.

C. Board Policy Committee

1. Approval of Certificate Program and Micro-Credentials Policy (Res. #2021-69)

A review of the current Certificate Program Policy was conducted by the Curriculum Committee, and it was recommended that Micro-Credentials be added to the policy. The Policy Committee concurs with this recommendation and is requesting that the Board approve the policy as revised.

RESOLUTION NO. <u>2021-61</u>   Board of Trustees, Dutchess Community College
                                  August 10, 2021

_____

_____ offers the following resolution and moves its adoption:

WHEREAS, Dutchess Community College has been advised by the Office of the State University Construction Fund that capital funding is available with a total estimated cost not to exceed $300,000.00 for the purchase and remediation of the property located at 176 Creek Road, and

WHEREAS, the State funds are available to cover the state share of 50% of this project, and

WHEREAS, by resolution 2013-10, dated November 12, 2012, the Board of Trustees approved the purchase of the property as a capital project, and

WHEREAS, the sponsor share of 50% of this capital project will now be funded through the Dutchess Community College Association, now, therefore, be it

RESOLVED, the capital project funding is amended to reflect the DCC Association's contribution for the sponsor share of the project, and, be it

FURTHER RESOLVED, that, the following capital project is hereby authorized and approved in the amount indicated below:

Project Number	Project Name	Estimated Total Cost	State's Share (Appropriation)	Sponsor's Share (DCC Association)
08X17	Property Acquisition – 176 Creek Road	$300,000.00	$150,000.00	$150,000.00

and, be it

FURTHER RESOLVED, that this resolution be forwarded to the Dutchess County Legislature for its consideration.

* * * * *

Seconded by _____

RESOLUTION NO. <u>2021-62</u>   Board of Trustees, Dutchess Community College
                                 August 10, 2021

_____

_____ offers the following resolution and moves its adoption:

WHEREAS, the approved Dutchess Community College Facilities Master Plans of 2008 and 2014 contain recommendations that the College purchase the property at 176 Creek Road that borders Parking Lot E on the North, and

WHEREAS, the purchase of this parcel has been included in the Dutchess County Capital Improvement Program, and

WHEREAS, funding in an amount not to exceed $300,000 for the acquisition and remediation are available from capital project funds, and

WHEREAS, the Board of Trustees by resolution 2013-11, dated November 12, 2012, previously approved the purchase of the property, now, therefore, be it

RESOLVED, that, the Board of Trustees reaffirms the authorization to purchase the property located at 176 Creek Road and further authorizes the President to negotiate and make an offer to purchase said property, and be it

FURTHER RESOLVED, that this resolution be forwarded to the Dutchess County Legislature for its consideration.

* * * * *

Seconded by _____

RESOLUTION NO. <u>2021-63</u>   Board of Trustees, Dutchess Community College
                          August 10, 2021

_____

_____ offers the following resolution and moves its adoption:

BE IT RESOLVED, that, based upon the recommendation of the President of the College, the following appointments to the professional staff of Dutchess Community College are hereby approved:

<u>ADMINISTRATIVE</u>

Stefani Timpano, Development Coordinator, DCC Foundation, for the period August 2, 2021 through August 31, 2022, at an annual salary of $68,477, prorated for the period of time worked

<u>TENURE-TRACK</u>

Kenneth Andreu, Airframe Maintenance Technician (AMT) Lecturer, Department of Business, Aviation and Construction Professions for the period July 6, 2021 through August 12, 2022, at an annual salary of $86,814, prorated for the period of time worked

Michelle Conklin, Airframe Maintenance Technician (AMT) Lecturer, Department of Business, Aviation and Construction Professions, for the period July 14, 2021 through August 12, 2022, at an annual salary of $69,808, prorated for the period of time worked

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Seconded by _____

RESOLUTION NO. <u>2021-64</u>   Board of Trustees, Dutchess Community College
August 10, 2021

_____

_____ offers the following resolution and moves its adoption:

WHEREAS, in response to the COVID-19 pandemic and the declared state of emergency in New York State, the College had to transition to remote learning modalities and remote services, and

WHEREAS, the Board of Trustees acknowledges and appreciates the efforts made by the faculty and staff covered under the full-time Dutchess United Educator (DUE) contract to make this transition, and

WHEREAS, the Board of Trustees wishes to provide compensation to these employees for their extra efforts related to this transition, and

WHEREAS, DUE and the College have reached an agreement regarding said compensation, and

WHEREAS, money to pay for the agreed upon compensation is available from Federal Stimulus funds, and

WHEREAS, the Memorandum of Agreement has been approved by DUE, now, therefore, be it

RESOLVED, that the Board of Trustees hereby approves the attached MOA, which shall be made part of the official minutes of this meeting.

* * * * *

Seconded by _____

MEMORANDUM OF AGREEMENT
BETWEEN DUTCHESS COMMUNITY COLLEGE
AND DUTCHESS UNITED EDUCATORS FULL-TIME UNIT

DUE Full-Time Bargaining Unit and the College agree to the following MOA to address training and development work required to transition to remote learning and remote services during Summer 2020, Fall 2020, and Spring 2021 in response to the COVID19 global pandemic and declared state of emergency in New York State:

i.   For the transition to remote learning modalities in Summer 2020, Fall 2020, and Spring 2021, full-time faculty members who were not previously trained and approved to teach online will be compensated, according to Section 6.10 of the Full-Time 2016-2020 CBA, for their first course developed for remote learning and for all subsequent three-credit or four-credit courses they developed for remote learning. New two-credit courses beyond the first course will be compensated at two-thirds the contractual new course rate, and new one-credit courses beyond the first course will be compensated at one-third the contractual new course rate.

ii. For the purpose of this MOA, the "first course developed for remote learning" referred to in (i), above, is any three- or four-credit course taught in summer or fall 2020. For faculty members who did not teach a single three- or four-credit course in a remote learning modality in summer or fall 2020, the "first course developed for remote learning" referred to in (i), above, will be identified as the course with the highest number of credit hours out of those they taught remotely in fall 2020; these faculty members will be compensated at the contractual rate according to Section 6.10 of the Full-Time 2016-2020 CBA for that course.

iii. Full-time faculty members who were trained and approved to teach online prior to March 2020, as listed in Appendix A, will be compensated for all three- and four-credit courses developed for remote learning for which they had not already received compensation according to Section 6.10 of the Full-Time 2016-2020 CBA. Newly developed two-credit courses will be compensated at two-thirds the contractual new course rate, and newly developed one-credit courses will be compensated at one-third the contractual new course rate.

iv. Each Full-time NTE will receive a one-time payment of $3909 for the training and development work that they completed to assist in the College's transition to remote services in response to the pandemic in Spring 2020, Summer 2020, Fall 2020 and Spring 2021. Appendix B, entitled "Training and Development work by Full-time NTEs in response to the 2020-2021 Pandemic," sets forth the additional tasks assumed by NTEs and serves as justification for the payment. The payment shall be applicable to any full-time NTE who was employed by the College during the period of March 16, 2020 through March 15, 2021 and still was employed after September 1, 2020. Payment shall be pro-rated for employees who left the college after August 31, 2020 or joined the college on or after September 1, 2020 based on the months employed between March 16, 2020 and March 15, 2021. Full-time NTEs in a 10-month contractual appointment shall be

considered in continuing employment for the summer months for the purpose of this provision.

v. For the purpose of this MOA, remote teaching modalities may include, but are not limited to, Asynchronous Distance Learning, Synchronous Distance Learning, Combined Asynchronous & Synchronous Distance Learning, and Hybrid with an Asynchronous or Synchronous component.

vi. All Full-time Educators who taught courses during the COVID19 global pandemic (Summer 2020, Fall 2020, and/or Spring 2021) will undergo a review, described in Appendix C, in order to have their name added to the list of faculty approved to teach in remote learning modalities as defined in section (v.) above. Reviews will be completed in time to facilitate assigning courses taught in a remote learning modality to approved faculty for fall 2022. During the 2021-2022 academic year only, while reviews and appeals are under consideration, the requirement for approval to teach remotely is waived. Educators listed in Appendix A are exempt from this provision.

vii. The Office of Academic Affairs will develop and provide to DUE the official list of faculty and NTEs who have been approved to teach using remote modalities by May 1, 2022. This list will include the courses each individual has been trained and compensated to teach in a remote modality.

viii. This agreement is limited to remote teaching and remote work during the COVID19 global pandemic impacting Summer 2020 and the 2020-2021 academic year and creates no precedential effect for future labor-management discussion for remote teaching and remote work.

ix. This Agreement is subject to the approval of the Board of Trustees of Dutchess Community College and approval by the DUE membership in F-T bargaining unit.

Dated _____

_____
Dutchess Community College

_____
Dutchess United Educators
Full-Time Unit

Appendix A – List of Full-Time Faculty Trained and Approved to Teach Online/Hybrid Courses Prior to March 2020

Faculty Name	Current Faculty Status (FT/PT)
Adams, Michael	FT
Akins, Leah	FT
Araujo, Michael	FT
Barbuto, Daniel	FT
Bishop, Jason	FT
Boden, Michael	FT
Bolduc, Gary	FT
Burke, Teresa	FT
Cavanaugh, Kevin	FT
Costello, Thomas	FT
Craig, Margaret	FT
Darcy, PJ	FT
DeGuzman, Sandra	FT
DelTreste, Carla	FT
Dolansky, Barbara	FT
Espaillat, Shinelle	FT
Gittelman, Maureen	FT
Greenan, Cathleen	FT
Hall, Michael	FT
Hallagher, Shalon	FT
Halsey, Johanna	FT
Hughes, Irene	FT
Ingham, Karen	FT
Ismail, Ahmed	FT
Johnson, Maryanne	FT
Justin, Elizabeth	FT
Klein, Melanie	FT
Kopilak, Tammy	FT
Langton, Samantha	FT
Lathrop, Renee	FT
Lopez, Michele	FT
Manner, Mikko	FT
Mazzuca, Ornella	FT
McFadden, Joan	FT
McWilliams, Weldon	FT
Murphy, Laura	FT
Phipps, Peter	FT
Riedl, Karin	FT

Faculty Name	Current Faculty Status (FT/PT)
Roland, Mark	FT
Rybacki, Kim	FT
Scaria, Treesa	FT
Steger, Werner	FT
Stokes, Craig	FT
Sweet, Tara	FT
Taylor, Sara	FT
Valentine, Daniel	FT
Vanburen, Deborah	FT
Weidman, Dana	FT
Welling, Timothy	FT
Whittle, Frank	FT
Willmen, Scott	FT
Wilmot, Todd	FT
Winship, Thomas	FT
Yanoti, Jennifer	FT

Appendix B – Examples of Training and Development work by Full-time NTE's in response to the Pandemic

Office Communications:

- All offices have had to develop different communication plans to interact with their staff during the WFH period. In doing so, some departments have transitioned to using Microsoft Teams, as well as Zoom for staff meetings. Some departments have also been using Business Skype to communicate with each other.
- Some offices created a group on Teams where the staff in a specific department could post any questions, updated information, or essential documents. ACT uses Teams as its direct form of communication and all essential forms and information are posted and organized on the group page so that academic coaches have easy access to vital information.
- Teams has also been used to connect multiple departments in one group so that all applicable staff (mainly the directors) are on the same page.

Communications with Students: *This work has been an ongoing process, and departments are still making changes to further improve communication with students. However, unlike faculty who had two weeks to transition their courses to remote modalities, students continued to reach out to staff and key student services offices during the first two weeks of "lock down" in Spring 2020. Many of the offices rapidly transitioned their staff to a remote environment in one weekend so that we could continue meeting with and assisting students the upcoming Monday.

- All student service professionals had to think creatively in maintaining their communications with students in an online environment. Jabber was used to answer phone calls from home, Zoom and Teams have been used to conduct student meetings, and offices have had to strategically develop plans that would enable the staff to respond in a timely manner to the increased number of emails sent from students.
- Departments like SFS, ACT, Admissions, and the Testing Center had to create new ways for students to schedule appointments online. Technology like Setmore, Slate, and Starfish have been utilized to schedule appointments in different departments.
- All hard copy forms that students would need to complete were either created as editable PDF's or added to Dynamic Forms. Even now, departments such as ACT, SFS, and the Registrar's Office are continuing to strategically transition forms, like the registration form, to Dynamic Forms so that students can easily access these documents.
- The ChatBot was acquired and implemented by key offices such as the Registrar's Office, ACT, Admissions, and SFS- the ChatBot allows increased communication with students, assists answering students' questions rapidly, and automatically connects the student with a specific department if they need additional help.
- Departments such as Admissions, ACT and SFS created instructional videos to assist students with the registration process, how to use DegreeWorks, Financial Aid, etc.

- Some departments, like TRIO, utilized an app where the professionals recorded a short video message to send to students as a form of communication. Many students had increased engagement with this form of communication.
- Departments, like Admissions, have been more strategic in when their information sessions and appointments are scheduled so that they can be more accessible to prospective students.
- Student services departments have increased their use of text messaging to reach students and inform them of essential information.

Office/College Practices:

- Already established college practices had to be reconfigured to accommodate students in a remote environment.
    - For example, the Withdrawal Appeals Committee had to reconfigure its processes for students submitting the withdrawal appeal form and additional documents.
    - SFS, the Registrar's Office, and ACT had to develop a new process for how the add/drop form would get processed and how students would receive essential information about any financial implications prior to any schedule changes.
    - The Dean of Student Services Office needed to work with ACT, the Registrar's Office, and SFS about the processes for the Credit Overload Form and the SAP Appeal.
- The College had to develop new policies and procedures, like the PA/NC options in Spring 2020. Essential student services offices had to work together to formulate a plan of action and how this new process would be completed in a timely manner.

Appendix C – Course Review Process for Faculty Seeking Approval to be Added to the List of Faculty Approved to Teach in Asynchronous and/or Synchronous Remote Learning Modalities

The purpose of the remote teaching modality course review process described herein is to articulate a process, applied to faculty members who taught in remote teaching modalities for Dutchess Community College during the COVID19 pandemic (summer 2020, fall 2020 and/or spring 2021) and who were not previously approved to teach online, that culminates in the addition of such faculty members to the list maintained by the Office of Academic Affairs of those approved to teach in remote learning modalities (current list is provided in Appendix A). Each faculty member will identify for review one of the courses they taught in Bb during the pandemic.

Faculty reviewers will use the attached checklist, which is adapted from the SUNY Online Learning Consortium's Course Quality Review Rubric, for the sole purpose of the review process referred to in this MOA.

Process:

Faculty who wish to gain approval to teach in remote teaching modalities, effective for fall 2022, will need to complete a brief form by September 15, 2021 to participate in the required course review process. The faculty member will select which course should be reviewed by a faculty review committee consisting of three faculty members. The three faculty reviewers will always include one reviewer from the faculty member's department who teaches in the same or a related field and two reviewers from two other departments.

Director of Instructional Technology and eLearning (ITeL) will undertake and coordinate the recruitment, organization, and support of faculty reviewers. Faculty reviewers must meet the following criteria:

- Must currently hold full-time faculty status at Dutchess Community College. Faculty members with emeritus status may also be considered if there are an insufficient number of full-time faculty reviewers and they are still currently employed as part-time faculty.
- Must have taught at least one approved online or hybrid course during each of the three most recent academic years prior to the pandemic (2017-2018, 2018-2019, and 2019-2020) OR have taught three approved online and/or hybrid courses in the past five years OR have served as a course champion in 2020-2021.

Faculty reviewers will complete the Course Review Form (provided below. A faculty member who is recommended for approval by all three faculty reviewers will be added to the list of approved faculty. A faculty member who is recommended for approval by the designated "related field" reviewer from their department and either one of the other two reviewers will be added to the list of approved faculty following a meeting with the Director of ITeL to review concerns and provide direction to potential resources. A faculty member whose course receives

recommendations for major revisions from at least two of the three reviewers will have the opportunity to address deficiencies, as described in the notice from the Director of ITeL and based on faculty feedback provided in the Course Review Form, and to be re-evaluated. If possible, follow-up evaluation should be performed by the same reviewers who performed the initial review. Faculty reviewers will be compensated at $20/review, including follow-up reviews, with the expectation that each review will take no more than 30 minutes.

Process Details:

1. Director of Instructional Technology and eLearning (ITeL) will develop a form to be sent to all members of the faculty who taught remotely in Summer 2020, Fall 2020, and/or Spring 2021, with the exception of faculty members who were trained and approved to teach online or hybrid courses before March 2020, requesting the information indicated below. Faculty responses must be submitted prior to September 16, 2021 to be considered for this review process.
   a. Confirmation that the faculty member is interested in gaining approval to teach in asynchronous and/or synchronous remote teaching modalities.
   b. Statement of which course taught remotely should be reviewed by a faculty review committee, and in which semester that course was taught.
2. Director of ITeL will develop a form to be sent out to all faculty members already on the approved list to teach online or hybrid courses, requesting that those wishing to serve as reviewers submit the form. The form will collect the following information:
   a. Applicant will affirm that they have met the criteria of current or prior full-time faculty status.
   b. Applicant will indicate which of the three criteria they meet concerning prior experience. Applicants may meet more than one of the criteria.
   c. Applicant will provide an approximate range of hours (10-20, 20-30, 30-40) during which they are willing and able to commit to this work between September 2021 and March 2022. (The bulk of the work is expected to be completed by the end of 2021.) This information will be used to determine how many faculty reviews an applicant may be assigned.
3. Director of ITeL, using the information gathered from the faculty members seeking review and from the faculty reviewers, will assign three appropriate faculty reviewers to each course, based on the department of the faculty member seeking review.
4. Once assigned courses to review, faculty reviewers will complete the DCC eLearning Course Review Form (https://docs.google.com/spreadsheets/d/1aJfDG7X-9okMKjccX483z6p_JaU4ghb4q704c0RZPoY/edit?usp=sharing) for each course and will notify the Director of ITeL when they have completed each course review. Based on the feedback provided in the form, faculty reviewers should recommend approval if feedback indicates that the course sufficiently meets stated course characteristics or needs only minor revision in course characteristics. If a reviewer indicates that more than 25% of the course characteristics need moderate to major revisions, then the reviewer should recommend that approval be dependent upon a review of revisions to

the course. The Course Review Form provides for these two recommendations for approval: "Approved" or "Pending Revision".

5. Director of ITeL will monitor and organize the reviews so that when three reviews are complete on an individual course, the faculty member can be promptly informed of their approval status, along with any areas, suggested by faculty reviewers, in which further development and improvement may be considered by those faculty granted approval and should be considered by those faculty with approval pending on revision.

6. All reviews are to be completed as early as possible, preferably by December 31, 2021, but no later than by January 21, 2022. Faculty members who are required to undertake revisions and re-evaluation prior to gaining approval must complete revisions by February 28, 2022, for re-evaluation by a faculty review committee composed, if possible, of the same people who conducted the initial review. All re-evaluations under this agreement would take place in March 2022. Any faculty members who have not gained approval by that time will have subsequent re-evaluations undertaken by the Director of ITeL.

(DCC eLearning Course Review Form: https://docs.google.com/spreadsheets/d/1aJfDG7X-9okMKjccX483z6p_JaU4ghb4q7O4c0RZPoY/edit?usp=sharing)

RESOLUTION NO. <u>2021-65</u>   Board of Trustees, Dutchess Community College
                                  August 10, 2021

_____

_____ offers the following resolution and moves its adoption:

WHEREAS, in response to the COVID-19 pandemic and the declared state of emergency in New York State, the College had to transition to remote learning modalities and remote services, and

WHEREAS, the Board of Trustees acknowledges and appreciates the efforts made by the faculty and staff covered under the part-time Dutchess United Educator (DUE) contract to make this transition, and

WHEREAS, the Board of Trustees wishes to provide compensation to these employees for their extra efforts related to this transition, and

WHEREAS, DUE and the College have reached an agreement regarding said compensation, and

WHEREAS, money to pay for the agreed upon compensation is available from Federal Stimulus funds, and

WHEREAS, the Memorandum of Agreement has been approved by DUE, now, therefore, be it

RESOLVED, that the Board of Trustees hereby approves the attached MOA, which shall be made part of the official minutes of this meeting.

* * * * *

Seconded by _____

MEMORANDUM OF AGREEMENT
BETWEEN DUTCHESS COMMUNITY COLLEGE
AND DUTCHESS UNITED EDUCATORS PART-TIME UNIT

DUE Part-Time Bargaining Unit and the College agree to the following MOA to address training and development work required to transition to remote learning and remote services during Summer 2020, Fall 2020, and Spring 2021 in response to the COVID19 global pandemic and declared state of emergency in New York State:

i.   For the transition to remote learning modalities in Summer 2020, Fall 2020, and Spring 2021, part-time faculty members who were not previously trained and approved to teach online will be compensated, according to Section 8.03 of the Part-Time 2016-2020 CBA, for their first course developed for remote learning and for all subsequent three-credit or four-credit courses they developed for remote learning. New two-credit courses beyond the first course will be compensated at two-thirds the contractual new course rate, and new one-credit courses beyond the first course will be compensated at one-third the contractual new course rate.

ii. For the purpose of this MOA, the "first course developed for remote learning" referred to in (i), above, is any three- or four-credit course taught in summer or fall 2020. For faculty members who did not teach a single three- or four-credit course in a remote learning modality in summer or fall 2020, the "first course developed for remote learning" referred to in (i), above, will be identified as the course with the highest number of credit hours out of those they taught remotely in fall 2020; these faculty members will be compensated at the contractual rate according to Section 8.03 of the Part-Time 2016-2020 CBA for that course.

iii. Part-time faculty members who were trained and approved to teach online prior to March 2020, as listed in Appendix A, will be compensated for all three- and four-credit courses developed for remote learning for which they had not already received compensation according to Section 8.03 of the Part-Time 2016-2020 CBA. Newly developed two-credit courses will be compensated at two-thirds the contractual new course rate, and newly developed one-credit courses will be compensated at one-third the contractual new course rate.

iv. Each Part-time NTE will receive payment for the training and development work that they completed to assist in the College's transition to remote services in response to the pandemic in Spring 2020, Summer 2020, Fall 2020 and Spring 2021. Appendix B, entitled "Training and Development work by Part-time NTEs in response to the 2020-2021 Pandemic," sets forth the additional tasks assumed by NTEs and serves as justification for the payment. PT NTEs who were employed between March 16, 2020 and September 16, 2020, working for a minimum average of 10 hours a week (total of 26 weeks), will receive a payment of $3909. If an individual did not meet the average of 10 hours a week over this period, the payment will be prorated as a percentage of the actual average hours per week worked over this time period, rounded up to the nearest whole number, then divided by 10. PT NTEs whose initial employment began after September 16 , 2020 working for a minimum average of 10 hours a week over the period starting on September

17, 2020 and ending on March 15, 2021 (total of 25 weeks which excludes holiday week in December), will receive a payment of $1945.50, If an individual did not meet the average of 10 hours a week over this period, the payment will be prorated as a percentage of the actual average hours per week worked over this time period, rounded up to the nearest whole number, then divided by 10. .

v. For the purpose of this MOA, remote teaching modalities may include, but are not limited to, Asynchronous Distance Learning, Synchronous Distance Learning, Combined Asynchronous & Synchronous Distance Learning, and Hybrid with an Asynchronous or Synchronous component.

vi. All Part-time Educators who taught courses during the COVID19 global pandemic (Summer 2020, Fall 2020, and/or Spring 2021) will undergo a review, described in Appendix C, in order to have their name added to the list of faculty approved to teach in remote learning modalities as defined in section (v.) above. Reviews will be completed in time to facilitate assigning courses taught in a remote learning modality to approved faculty for fall 2022. During the 2021-2022 academic year only, while reviews and appeals are under consideration, the requirement for approval to teach remotely is waived. Educators listed in Appendix A are exempt from this provision.

vii. All Part-time NTEs who are also PT faculty members will receive the one-time payment of $3909 described in (iv), above, as well as any compensation for courses they developed for remote learning as described in (i), (ii), and (iii), above.

viii. The Office of Academic Affairs will develop and provide to DUE the official list of faculty and NTEs who have been approved to teach using remote modalities by May 1, 2022. This list will include the courses each individual has been trained and compensated to teach in a remote modality.

ix. This agreement is limited to remote teaching and remote work during the COVID19 global pandemic impacting Summer 2020 and the 2020-2021 academic year and creates no precedential effect for future labor-management discussion for remote teaching and remote work.

x. This Agreement is subject to the approval of the Board of Trustees of Dutchess Community College and approval by the DUE membership in P-T bargaining unit.

Dated _____

_____   _____
Dutchess Community College   Dutchess United Educators
                                                                                  Part-Time Unit

Appendix A – List of Part-Time Faculty Trained and Approved to Teach Online/Hybrid Courses Prior to March 2020

Faculty Name	Current Faculty Status (FT/PT)
Ahmad, Seemi	PT
Angelino, Lorenzo	PT
Bambrick, Spencer	PT
Banner, Rita	PT
Berry, Latronya	PT
Beveridge, Nicole	PT
Bordino, Alex	PT
Cody, Peter	PT
Cook, Dana	PT
Courtney, Mark	PT
Dangerfield-Paroli, Kim	PT
Fell, Jessica	PT
Gasparini, Janay	PT
Goehring, Ted	PT
Guarente, Gina	PT
Heratsimtschuk, Alexander	PT
Huber, Patrick	PT
Hukle, Joan	PT
Humphries, Robert	PT
Lee, Wesley	PT
Mautone, Deborah	PT
McArdle, Barbara	PT
McConnaughay, Mark	PT
McLaughlin, Paul	PT
Mead, Rachel	PT
Molella, Lauren	PT
Mollela, Holly	PT
O'Connell, Kathleen	PT
Phipps, Suzanne	PT
Pollard, Diana	PT
Potter, Anna	PT
Ryan, Kathleen	PT
Schaaf, Jason	PT
Schell, Matt	PT
Upchurch-Mills, Gail	PT
Zito, Anthony	PT

Appendix B – Examples of Training and Development work by Part-time NTE's in response to the Pandemic

Office Communications:

- All offices have had to develop different communication plans to interact with their staff during the WFH period. In doing so, some departments have transitioned to using Microsoft Teams, as well as Zoom for staff meetings. Some departments have also been using Business Skype to communicate with each other.
- Some offices created a group on Teams where the staff in a specific department could post any questions, updated information, or essential documents. ACT uses Teams as its direct form of communication and all essential forms and information are posted and organized on the group page so that academic coaches have easy access to vital information.
- Teams has also been used to connect multiple departments in one group so that all applicable staff (mainly the directors) are on the same page.

Communications with Students: *This work has been an ongoing process, and departments are still making changes to further improve communication with students. However, unlike faculty who had two weeks to transition their courses to remote modalities, students continued to reach out to staff and key student services offices during the first two weeks of "lock down" in Spring 2020. Many of the offices rapidly transitioned their staff to a remote environment in one weekend so that we could continue meeting with and assisting students the upcoming Monday.

- All student service professionals had to think creatively in maintaining their communications with students in an online environment. Jabber was used to answer phone calls from home, Zoom and Teams have been used to conduct student meetings, and offices have had to strategically develop plans that would enable the staff to respond in a timely manner to the increased number of emails sent from students.
- Departments like SFS, ACT, Admissions, and the Testing Center had to create new ways for students to schedule appointments online. Technology like Setmore, Slate, and Starfish have been utilized to schedule appointments in different departments.
- All hard copy forms that students would need to complete were either created as editable PDF's or added to Dynamic Forms. Even now, departments such as ACT, SFS, and the Registrar's Office are continuing to strategically transition forms, like the registration form, to Dynamic Forms so that students can easily access these documents.
- The ChatBot was acquired and implemented by key offices such as the Registrar's Office, ACT, Admissions, and SFS- the ChatBot allows increased communication with students, assists answering students' questions rapidly, and automatically connects the student with a specific department if they need additional help.
- Departments such as Admissions, ACT and SFS created instructional videos to assist students with the registration process, how to use DegreeWorks, Financial Aid, etc.

- Some departments, like TRIO, utilized an app where the professionals recorded a short video message to send to students as a form of communication. Many students had increased engagement with this form of communication.
- Departments, like Admissions, have been more strategic in when their information sessions and appointments are scheduled so that they can be more accessible to prospective students.
- Student services departments have increased their use of text messaging to reach students and inform them of essential information.

Office/College Practices:

- Already established college practices had to be reconfigured to accommodate students in a remote environment.
    - For example, the Withdrawal Appeals Committee had to reconfigure its processes for students submitting the withdrawal appeal form and additional documents.
    - SFS, the Registrar's Office, and ACT had to develop a new process for how the add/drop form would get processed and how students would receive essential information about any financial implications prior to any schedule changes.
    - The Dean of Student Services Office needed to work with ACT, the Registrar's Office, and SFS about the processes for the Credit Overload Form and the SAP Appeal.
- The College had to develop new policies and procedures, like the PA/NC options in Spring 2020. Essential student services offices had to work together to formulate a plan of action and how this new process would be completed in a timely manner.

Appendix C – Course Review Process for Faculty Seeking Approval to be Added to the List of Faculty Approved to Teach in Asynchronous and/or Synchronous Remote Learning Modalities

The purpose of the remote teaching modality course review process described herein is to articulate a process, applied to faculty members who taught in remote teaching modalities for Dutchess Community College during the COVID19 pandemic (summer 2020, fall 2020 and/or spring 2021) and who were not previously approved to teach online, that culminates in the addition of such faculty members to the list maintained by the Office of Academic Affairs of those approved to teach in remote learning modalities (current list is provided in Appendix A). Each faculty member will identify for review one of the courses they taught in Bb during the pandemic.

Faculty reviewers will use the attached checklist, which is adapted from the SUNY Online Learning Consortium's Course Quality Review Rubric, for the sole purpose of the review process referred to in this MOA.

Process:

Faculty who wish to gain approval to teach in remote teaching modalities, effective for fall 2022, will need to complete a brief form by September 15, 2021 to participate in the required course review process. The faculty member will select which course should be reviewed by a faculty review committee consisting of three faculty members. The three faculty reviewers will always include one reviewer from the faculty member's department who teaches in the same or a related field and two reviewers from two other departments.

Director of Instructional Technology and eLearning (ITeL) will undertake and coordinate the recruitment, organization, and support of faculty reviewers. Faculty reviewers must meet the following criteria:

- Must currently hold full-time faculty status at Dutchess Community College. Faculty members with emeritus status may also be considered if there are an insufficient number of full-time faculty reviewers and they are still currently employed as part-time faculty.
- Must have taught at least one approved online or hybrid course during each of the three most recent academic years prior to the pandemic (2017-2018, 2018-2019, and 2019-2020) OR have taught three approved online and/or hybrid courses in the past five years OR have served as a course champion in 2020-2021.

Faculty reviewers will complete the Course Review Form (provided below). A faculty member who is recommended for approval by all three faculty reviewers will be added to the list of approved faculty. A faculty member who is recommended for approval by the designated "related field" reviewer from their department and either one of the other two reviewers will be added to the list of approved faculty following a meeting with the Director of ITeL to review concerns and provide direction to potential resources. A faculty member whose course receives

recommendations for major revisions from at least two of the three reviewers will have the opportunity to address deficiencies, as described in the notice from the Director of ITeL and based on faculty feedback provided in the Course Review Form and to be re-evaluated. If possible, follow-up evaluation should be performed by the same reviewers who performed the initial review. Faculty reviewers will be compensated at $20/review, including follow-up reviews, with the expectation that each review will take no more than 30 minutes.

Process Details:

1. Director of Instructional Technology and eLearning (ITeL) will develop a form to be sent to all members of the faculty who taught remotely in Summer 2020, Fall 2020, and/or Spring 2021, with the exception of faculty members who were trained and approved to teach online or hybrid courses before March 2020, requesting the information indicated below. Faculty responses must be submitted prior to September 16, 2021 to be considered for this review process.
   a. Confirmation that the faculty member is interested in gaining approval to teach in asynchronous and/or synchronous remote teaching modalities.
   b. Statement of which course taught remotely should be reviewed by a faculty review committee, and in which semester that course was taught.
2. Director of ITeL will develop a form to be sent out to all faculty members already on the approved list to teach online or hybrid courses, requesting that those wishing to serve as reviewers submit the form. The form will collect the following information:
   a. Applicant will affirm that they have met the criteria of current or prior full-time faculty status.
   b. Applicant will indicate which of the three criteria they meet concerning prior experience. Applicants may meet more than one of the criteria.
   c. Applicant will provide an approximate range of hours (10-20, 20-30, 30-40) during which they are willing and able to commit to this work between September 2021 and March 2022. (The bulk of the work is expected to be completed by the end of 2021.) This information will be used to determine how many faculty reviews an applicant may be assigned.
3. Director of ITeL, using the information gathered from the faculty members seeking review and from the faculty reviewers, will assign three appropriate faculty reviewers to each course, based on the department of the faculty member seeking review.
4. Once assigned courses to review, faculty reviewers will complete the DCC eLearning Course Review Form (https://docs.google.com/spreadsheets/d/1aJfDG7X-9okMKjccX483z6p_JaU4ghb4q704c0RZPoY/edit?usp=sharing) for each course and will notify the Director of ITeL when they have completed each course review. Based on the feedback provided in the form, faculty reviewers should recommend approval if feedback indicates that the course sufficiently meets stated course characteristics or needs only minor revision in course characteristics. If a reviewer indicates that more than 25% of the course characteristics need moderate to major revisions, then the reviewer should recommend that approval be dependent upon a review of revisions to

the course. The Course Review Form provides for these two recommendations for approval: "Approved" or "Pending Revision".

5. Director of ITeL will monitor and organize the reviews so that when three reviews are complete on an individual course, the faculty member can be promptly informed of their approval status, along with any areas, suggested by faculty reviewers, in which further development and improvement may be considered by those faculty granted approval and should be considered by those faculty with approval pending on revision.

6. All reviews are to be completed as early as possible, preferably by December 31, 2021, but no later than by January 21, 2022. Faculty members who are required to undertake revisions and re-evaluation prior to gaining approval must complete revisions by February 28, 2022, for re-evaluation by a faculty review committee composed, if possible, of the same people who conducted the initial review. All re-evaluations under this agreement would take place in March 2022. Any faculty members who have not gained approval by that time will have subsequent re-evaluations undertaken by the Director of ITeL.

(DCC eLearning Course Review Form: https://docs.google.com/spreadsheets/d/1aJfDG7X-9okMKjccX483z6p_JaU4ghb4q704c0RZPoY/edit?usp=sharing)

RESOLUTION NO. <u>2021-66</u>   Board of Trustees, Dutchess Community College
August 10, 2021

_____

_____ offers the following resolution and moves its adoption:

WHEREAS, in response to the COVID-19 pandemic and the declared state of emergency in New York State, the College had to transition to remote services, and

WHEREAS, the Board of Trustees acknowledges and appreciates the efforts made by CSEA and management/confidential employees to make this transition, and

WHEREAS, the Board of Trustees wishes to provide compensation to these employees for their extra efforts to prepare for and implement remote services during this transition, and

WHEREAS, in keeping with Dutchess County guidelines, it has been determined that all College CSEA employees shall receive $1,000 for their efforts related to said transition, and

WHEREAS, in alignment with compensation being paid to Dutchess United Educators (DUE) employees for this transition, it has been determined that management/confidential employees shall receive $3,909, prorated for time worked, for their efforts related to said transition, and

WHEREAS, it is permissible for Federal Stimulus funds to be used for this compensation, now, therefore, be it

RESOLVED, that the Board of Trustees hereby authorizes the President of the College to compensate CSEA and management/confidential employees in the amounts stated above for their efforts related to the transition to remote services.

* * * * *

Seconded by _____

RESOLUTION NO. <u>2021-67</u>   Board of Trustees, Dutchess Community College
August 10, 2021

_____

_____ offers the following resolution and moves its adoption:

WHEREAS, contract negotiations with Dutchess United Educators have not been concluded, now, therefore, be it

RESOLVED, that salaries for 2021-2022 for professional staff members represented by Dutchess United Educators be continued at their present annual rate pending completion of contract negotiations and/or further action by the Board of Trustees, if any, and be it

FURTHER RESOLVED, that salaries for 2021-2022 for management/confidential employees be continued at their present annual rate pending further action by the Board of Trustees.

* * * * *

Seconded by _____

RESOLUTION NO. <u>2021-68</u>   Board of Trustees, Dutchess Community College
August 10, 2021

_____

_____ offers the following resolution and moves its adoption:

WHEREAS, the position of Associate Vice President of Human Resources is vacant, and

WHEREAS, Ruth Spencer has been serving as Human Resources Consultant since the position became vacant, and

WHEREAS, the College's contract with Ms. Spencer will end on August 31, 2021, now, therefore, be it

RESOLVED, that, based upon the recommendation of the President of the College, Ruth Spencer's contract is hereby extended for the period September 1, 2021 through December 31, 2021, at a weekly rate of $2,450.

* * * * *

Seconded by _____

RESOLUTION NO. <u>2021-69</u>   Board of Trustees, Dutchess Community College
August 10, 2021

_____

_____ offers the following resolution and moves its adoption:

WHEREAS, in keeping with good governance practices, the Board of Trustees Policy Committee reviews Board and College administrative policies on a regular basis, and

WHEREAS, the Board Policy Committee requested that the Curriculum Committee review the current Policy on Certificate Programs, and

WHEREAS, the Curriculum Committee has reviewed the policy as requested and is recommending that Micro-Credentials be added to the current policy to bring it up to date, and

WHEREAS, based upon this review and review by the Policy Committee, it has been determined that the Policy on Certificate Programs needs to be revised to include Micro-Credentials, now, therefore, be it

RESOLVED, that, based upon the recommendation of the Policy Committee and review by the Board of Trustees, the Policy on Certificate Programs and Micro-Credentials, which is attached and shall be made part of the official minutes of this meeting, is hereby approved, and be it

FURTHER RESOLVED, that this policy shall be effective immediately, and, be it

FURTHER RESOLVED, that the Board reconsider this policy again within five years or earlier should it be determined revisions are needed prior to the scheduled review date.

* * * * *

Seconded by _____

Certificate Programs and Micro-Credentials

In order to respond efficiently to community requests/needs, the College is authorized to award Applied Academic Credentials (Micro-Credentials), Applied Academic Certificates, and Academic Certificates. The College should maintain high academic requirements and standards for awarding these certificates.

Applied Academic Credential/Micro-Credential

The Applied Academic Credential or Micro-Credential will offer courses for credit or noncredit to meet a specific need. There is no minimum general education requirement.

Applied Academic Certificate

The Applied Academic Certificate will offer courses for credit to meet specific needs of an applied nature. The minimum general education requirement will be ENG 101.

Academic Certificate

The Academic Certificate will include a minimum of 9-10 credit hours in general education to be distributed as follows: ENG 101 (3 credits), Social Science/History/Government/Economics (3 credits) and Science/Mathematics (3-4 credits).

Policies common to all credit certificates and Micro-Credentials:

1. Credit-bearing certificates or Micro-Credentials must be sponsored by an academic department.

2. The number of credits in a certificate or micro-credential may vary, depending on community or student needs and the academic judgment of the sponsoring department in consultation with the Office of the Academic Affairs.

3. All credit-bearing courses in certificates or Micro-Credentials must be applicable to and stackable within at least one college degree program, so that the related program may be completed at a later date and no inapplicable credits will have been accrued by students as a result of pursuing a micro-credential or certificate first.

4. Micro-Credentials are local awards developed by an academic department, reviewed and discussed by the sponsoring department and announced to the Curriculum Committee, thereupon following procedures for all announced curricular items. Certificates are registered with SUNY and undergo a more complex approval process, which includes preparation of proposal, consultation with appropriate academic departments, presentation to the Curriculum

Committee, academic department discussions, Curriculum Committee approval, PSO approval, DCC Board of Trustees approval and, finally, SUNY and State Education Department approval.

5.   Students enrolled in a certificate program or micro-credential must meet the pre-requisites for all courses in that program. Pre-requisites must be clearly indicated in the narrative description, in footnotes or by including pre-requisites within the program plan.

6.   Upon satisfactory completion of a certificate program, students will be eligible to participate in graduation ceremonies and names will be listed in the appropriate credential category, while students completing a micro-credential will receive a digital badge along with appropriate notation on the academic transcript.

Attachment to Board of Trustees Resolution #2021-69, dated August 10, 2021