DUTCHESS COMMUNITY COLLEGE
Minutes
Board of Trustees Meeting
August 10, 2021

<u>Trustees Present:</u>   Mr. Michael Francis Dupree, Chair; Ms. Angela Flesland, Ms. Lisa
Ghartey, Mr. Ibis Guzman, Mr. Daniel P. Kuffner, Mr. A. Gregg
Pulver, and Mr. William R. Steinhaus
Dr. Peter Grant Jordan, President

<u>Absent:</u>   Ms. Sheila Appel

I.   The meeting was called to order at 7:25 p.m. by Chairperson Dupree.

II.   Roll Call by Ms. Beasimer, quorum present.

III.   <u>Approval of Agenda:</u> Upon motion made by Ms. Flesland, seconded by Mr.
Pulver, voted on and duly carried, the agenda was approved as distributed.

IV.   <u>Swearing-in of Trustee Ibis Guzman</u>

Chairman Dupree announced that Mr. Ibis Guzman was officially sworn in as a
Trustee during the Board Workshop to ensure we had a quorum.

V.   <u>Public Comment</u>

Professor Mark Condon addressed the Board regarding the agenda items related
to the approval of MOAs with Dutchess United Educators (DUE). He thanked the
Board and DUE for recognizing the hard work of faculty and staff to transition to
remote teaching and services during the COVID pandemic.

VI.   <u>Consideration of Minutes of Meetings held on June 7, 2021 and June 22, 2021:</u>

Ms. Flesland made a motion to accept the minutes of June 7, 2021 and June 22,
2021 as distributed. The motion was seconded by Mr. Kuffner, voted on, and
duly carried.

VII.   <u>COMMITTEE REPORTS</u>

It is noted for the minutes that all of the resolutions that are presented to the
Board for approval are reviewed and discussed at committee meetings prior to
the Board meeting.

A.   <u>Finance and Facilities</u>

1.   <u>Revision to Funding Source for Capital Project Related to the Acquisition
of Property</u>

<u>RESOLUTION NO. 2021-61</u>
Mr. Kuffner offered the following resolution and moved 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 Mr. Pulver

Resolution was not approved by a vote of 5 yes, 2 noes, and 0 abstentions

Roll call vote:

Mr. Dupree – yes   Mr. Kuffner – yes
Ms. Flesland – no   Mr. Pulver – yes
Ms. Ghartey – no   Mr. Steinhaus – yes
Mr. Guzman – yes

2. Reaffirmation of Authorization to Purchase Property

Resolution #2021- 62 was predicated on the approval of Resolution #2021-61, which was not approved. Therefore, this resolution was not presented for consideration.

B. Personnel and Community Relations

1. Professional Staff Appointments

RESOLUTION NO. 2021-63
Ms. Flesland offered the following resolution and moved 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:

ADMINISTRATIVE

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

TENURE-TRACK

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

* * * * *

Seconded by Mr. Pulver   Resolution adopted unanimously

2. Approval of Memorandum of Agreement with DUE re Transition to Remote Learning/Remote Services for Full-time Unit

RESOLUTION NO. 2021-64

Ms. Flesland offered the following resolution and moved 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 Mr. Kuffner   Resolution adopted by a vote of 6 yes, 0 no, and 1 abstention (Mr. Steinhaus)

3. Approval of Memorandum of Agreement with DUE re Transition to Remote Learning/Remote Services for Part-time Unit

RESOLUTION NO. 2021-65
Ms. Flesland offered the following resolution and moved 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 Mr. Guzman

Resolution adopted by a vote of 6 yes, 0 no, and 1 abstention (Mr. Steinhaus)

4. Approval of Payment to CSEA and Management/Confidential Employees for Transition to Remote Services

RESOLUTION NO. 2021-66
Ms. Flesland offered the following resolution and moved 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.

<center>* * * * *</center>

Seconded by Mr. Pulver   Resolution adopted by a vote of 6 yes, 0 no, and 1 abstention (Mr. Steinhaus)

5.   Approval of Professional Staff Salaries for 2021-2022

RESOLUTION NO. 2021-67
Ms. Flesland offered the following resolution and moved 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.

<center>* * * * *</center>

Seconded by Mr. Kuffner   Resolution adopted unanimously

6.   Extension of Human Resources Consultant Contract

RESOLUTION NO. 2021-68
Ms. Flesland offered the following resolution and moved 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.

<center>* * * * *</center>

Seconded by Mr. Pulver   Resolution adopted unanimously

C.   Board Policy Committee

1.   Approval of Certificate Program and Micro-Credentials Policy

RESOLUTION NO. 2021-69
Mr. Kuffner offered the following resolution and moved 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.

<center>* * * * *</center>

Seconded by Mr. Pulver   Resolution adopted unanimously

VIII.   Report of the Student Trustee

Since a new Student Trustee has not yet been elected, there was no report.

IX.   Report of the Chairperson

A.   Appointment of Nominating Committee

Pursuant to the Dutchess Community College Board of Trustees Bylaws, the annual meeting of the Board of Trustees is held in September. Officers of the Board of Trustees are elected at this meeting. Chairperson Dupree appointed Ms. Ghartey, Mr. Kuffner and Mr. Steinhaus to serve on the Nominating Committee. Mr. Kuffner, who will serve as Chairperson, will report on the committee's deliberations at the Annual Meeting, which is scheduled for September 28, 2021.

B.   On behalf of the Board, Mr. Dupree welcomed the three new individuals who were appointed to the professional staff of the College.

C.   Resolution of Commendation

RESOLUTION NO. 2021-70
Mr. Dupree offered the following resolution and moved its adoption:
WHEREAS, Dr. Ellen M. Gambino's term as Acting President of Dutchess Community College has ended, and
WHEREAS, in response to the COVID-19 pandemic and the declared state of emergency in New York State, Dr. Gambino deftly ensured that the College appropriately transitioned to remote and hybrid learning modalities and remote services while safeguarding the well-being of staff and students, and
WHEREAS, also during her tenure as Acting President, Dr. Gambino oversaw the opening of two state-of-the-art facilities: DCC@Fishkill and DCC@HVR Airport, as well as the launching of the Hospitality and Tourism Program, and

WHEREAS, the Board of Trustees wishes to commend and thank Dr. Gambino for her leadership as Acting President, now, therefore, be it RESOLVED, that the Board of Trustees hereby extends its appreciation to Dr. Gambino for her courageous leadership, and, be it FURTHER RESOLVED, that the Board of Trustees commends Dr. Gambino for her dedication, commitment, and steadfast loyalty to Dutchess Community College.

* * * * *

Seconded by Mr. Kuffner   Resolution adopted unanimously

D. Chairman Dupree thanked Dr. Werner Steger and Dr. Ellen Gambino for their efforts in developing the MOAs that were approved by the Board to recognize DUE members for their hard work to transition to remote teaching and services during the COVID pandemic.

X.   Report of the President

A. President Jordan thanked the members of the Board for appointing him as President of Dutchess Community College and for their warm welcome.

B. Dr. Jordan reported on some of his activities during his first week as President:

- He attended the new AMT faculty orientation luncheon.
- He toured both DCC@HVR Airport and DCC@Fishkill.
- He participated in the Youth Summit at DCC@Fishkill with County Executive Marc Molinaro and State Senator Sue Serino.
- He met with incoming Dutchess BOCES Superintendent Jason Schetelick..
- He further had the opportunity to meet with several staff members and was impressed by their dedication and commitment to the College.

C. President Jordan informed Board members that the College will reopen to the public effective August 16, and classes will begin on August 23rd. "Late start" classes are scheduled to start in October.

D. Dr. Jordan, in concert with Bridgette Anderson, Associate Vice President of Administration, gave an update on the COVID 19 protocols and guidelines that will be followed for the safe reopening of the campus for the fall semester. The College will follow SUNY mandates, as well as the health and safety guidelines provided by federal, state and local officials.

XI.   Other Business

There was none.

XII.   Date of Next Meeting

The next meeting of the Board of Trustees will be held on September 28, 2021 at 7:00 p.m.

XIII.   <u>Adjournment</u>

There being no further business to discuss, a motion was made by Ms. Flesland, seconded by Mr. Dupree, voted on, and duly carried, to adjourn the meeting. The meeting adjourned at 8:25 p.m.

Respectfully submitted,

Linda M. Beasimer
Executive Assistant

lmb

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)

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_JaU4ghb4q7O4c0RZPoY/edit?usp=sharing)

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.

1.   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.

2.   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.

3.   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