

# Minutes of the Western New York Faculty Development Group of the Western New York College Consortium

March 23, 2012

Meeting Site: Erie County Community College, North Campus  
Gleasner Hall, Room G 100 (Board Room)  
6205 Main Street, Williamsville, NY 14221

Attending: Karen Chapman (representing Eileen Tutak, Bryant and Stratton), Pat Coward (Canisius), Charles Ernst (Hilbert), Janice Herchmer (Villa Maria), Jennifer Herman (Niagara U), Mark Hijleh (Houghton), Lillian Passanese (NCCC), Santo Rizzo (ECC), Jayne Swanson (Alfred State), Karen Taylor (GCC); Gina Camodeca, Dion Daly and Cristian Gurita (three representing Arup Sen, D'Youville); Steve Harvey (WNYCC Exec Dir), Tim Downs (Niagara U CAO), Beth Tarquino (Bryant and Stratton CAO)

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## **I. Meeting Convened**

### **A. Introductions**

1. After the 8:30-9 a.m. continental breakfast provided by the consortium's ECC host, the meeting was convened at 9 a.m. by Mark Hijleh, FDG Chair
2. Substituting for ECC President Jack Quinn, Richard Washousky, Executive VP for Academic Affairs, offered greetings.
3. Introductory framing remarks for the meeting were provided by Steve Harvey, WNYCC Executive Director

### **B. Agenda**

After introducing FDC Vice-Chair Santo Rizzo, Mark outlined the meeting agenda.

## **II. Panel Discussion on Career Readiness of WNYCC Graduates**

### **A. Tom Fentner, Senior Vice President of Health Now & Spokesperson for the WNY Consortium of Human Resources Executives**

1. Belonging to a group of 20 responsible for 42,000 employees and looking for new hires, Tom discussed the career readiness of graduates from a regional perspective.

Currently has 80 jobs available, with many candidates, but finding qualified persons is challenging.

#### **2. Assessment Tools**

- a. Because least predictive is the interview, prior to that is testing for emotional intelligence and ability to solve problems.
- b. The top five critical skills oftentimes missing in candidates:

(1) Critical thinking

- (2) Communication
- (3) Active learning
- (4) Complex problem-solving
- (5) Relational skills (ability to relate to/connect with people)

c. Testing for self-awareness

3. Transferable Skill Sets

- a. Given jobs that may change or disappear, needed are transferable skill sets that drive the company.
- b. Preparing students to have transferable skills—how to build that into educational programs.

4. The foregoing as the collective view of the 20 who own the talent program

Once again, underscoring the importance of regional needs assessment & connecting higher education with regions that are growing.

B. Charles Bartel, Moog, Inc., with 47 years in industry—Honeywell, Magnavox, Moog

1. Skill Sets

a. Communication skills—résumés

Making résumés factual and concise, well written and well presented.

b. Computer skills

- (1) Word processing
- (2) Excel worksheets
- (3) PowerPoint presentations

2. First Impressions at Interview

- a. Attire
- b. Knowledge of company

3. Teamwork

- a. No one stands alone in industry today
- b. Industry works by consensus

C. Open Discussion

1. Bryant & Stratton and Niagara representatives offered the following:

- a. Students may misinterpret their own skills, including computer and communication skills.
- b. Students need to learn structure, process, and presentation of ideas

2. Tom Fentner

- a. Faculty should use interventionist strategies
  - (1) Start with baseline testing; then see whether subsequent testing “moves the needle.”
  - (2) Faculty need to be believers—do they know how to do what they need to do?
  - (3) Development days, such as UB’s, are helpful.
- b. The group of 20 started a charter high school; i.e., owning the problem, they have sought to control the problem.
- c. What partnerships are available in business and education?

3. Charles Bartel

A solid foundation is needed to address cutting-edge issues.

**III. Remarks from CAO Representatives Tim Downs (Niagara University) & Beth Tarquino (Bryant & Stratton College)**

A. Tim Downs

1. Developing Faculty

Investing in faculty from day one, so students will benefit.

2. Peer Training Model

- a. Answering the question: What makes one a success in a particular domain?
- b. A cadre of faculty is needed to teach ethics.
- c. Building forums for interchange of ideas.
- d. Looking at faculty career trajectories.
  - (1) Ernest Boyer model of scholarship.
  - (2) Emphasizing the scholarship of teaching and learning.
- e. Using professional development workshops.

B. Beth Tarquino

- 1. Putting forward the use of mentor certifications.
- 2. Emphasizing a community of research.

C. Further Discussion

- 1. Mark Hijleh referred to a Lilly faculty mentoring development grant at Houghton, and to mentoring possibilities between WNYCC faculty.
- 2. Mark (echoing Jayne Swanson) observed that a key challenge has been to make room in faculty members’ lives for other initiatives.

**IV. Business Meeting**

A. Elections to Executive Team—with chair and vice-chair in place, to secure leadership & governance structure with additional nominees

1. Election of Following Nominees

- a. Secretary-Treasurer: Charles Ernst, Hilbert College
- b. Two At-Large Members: Jayne Swanson, Alfred State College, & Karen Taylor, Genesee Community College

2. Terms of Office

- a. Chair, one-year term
- b. Vice-Chair, one-year term
- c. Secretary-Treasurer, one-year term
- d. At-Large Members, two-year staggered terms
  - (1) To ensure staggered terms, the first at-large member serves for one year (whether this is to be Jayne or Karen is TBA).
  - (2) Otherwise, all at-large members serve for two years.

3. Communications—to encourage communication within WNYCC Fac. Dev. Grp.

- a. WNYCC website
- b. Use of e-mail or ListServ, not Linked In or Facebook
  - Santo Rizzo volunteered to provide ECC host for ListServ.
- c. What does it mean to be a member of FDG?
  - (1) Executive transmission of information, announcements, queries.
  - (2) Cross-pollinating expertise for conferences and workshop venues.
  - (3) Opening programs to other member institutions.
  - (4) Publishing annual calendar.
  - (5) Professional collaboration among persons in group.

B. Finalizing Strategic Plan Document

1. Intent to Disseminate to All—when final version is completed for vote of approval.

2. Particular Areas for Current Discussion

a. Meetings

- (1) Number
  - (a) Twice—one meeting in fall, one in spring
  - (b) Maybe webinar or web conference for a possible third meeting, if needed
  - (c) Possibility of conference call or video conferencing for those who cannot attend
  - (d) Perhaps Hilbert for next meeting

(2) Meetings—dates

- (a) A year's worth of dates in advance is desirable
- (b) Dates for 2012-13 to be determined, but considering early October & late March

b. Theme/Event for Year

- (1) Prospect of three or four panels + breakout groups.
- (2) Panel members
  - (a) Representatives from industry (area employers).
  - (b) College presidents.
  - (c) Faculty member leadership/distinguished faculty.
    - i. Faculty from core constituencies.
    - ii. Faculty that can have impact.
  - (d) Mix of faculty, including technological staff.
  - (e) Inclusion of those who have not bought into change models.

c. Funding

- (1) Oishei funding is being applied for again.
- (2) Importance of earmarking resources (if something planned for October, there is need to know much sooner)—problems to be brought to WNYCC Exec. Director.
- (3) Presidents and provosts may be able to help.
- (4) Prospect of mini-grants.

**V. Adjournment**

The meeting was adjourned at 11:32 a.m.

Respectfully submitted,  
Charles Ernst, FDG Secretary