

OCC College Leadership Council - Agenda  
 September 20, 2024  
 2:00 – 4:00 PM  
 Whitney 210

Members Present:

Staff and Students Present:

Agenda Item	Presenter	Main Point of Discussion	Outcome	Follow-up Actions
Call to Order	Dr. Hilton			
Introduction of Members	Dr. Hilton			
Review of meeting processes, procedures and bylaws	Dr. Hilton			
Approval of minutes from 5-10-24	Dr. Hilton			
CLC Content/Schedule	Dr. Hilton			
CLC Newsletter	Dr. Hilton			
Policy Review	Dr. Hilton			
Shared Governance	Dr. Hilton			
Campus Climate Survey	O. Stratton			
Middle States	Dr. Hilton			
Open Forum for Council Members	Dr. Hilton			

Meeting adjourned at PM.

## OCC College Leadership Council - Agenda

May 10, 2024

1:30 – 3:30 PM

Whitney 210

**Members Present:** Lori Doyle; Dr. Warren Hilton; Lisa Hoff; Abigail Marin; Anthony Mancini; Mark Manning; Shannon Nolan; Colleen Stevens; Olin Stratton; James Taylor; Anastasia Urtz

**Staff and Students Present:** Moe Abedrabbah; Galia Amor; Dr. Malkiel Choseed; Dr. Gerardo Cummings; Dr. Doug Dinero; Alex Espitia-Casallas; Julie Hart; Christian Heisler; Danielle Lambert; Jessica Mitchell; Ryan Nellenback; Tim Saka; Mohammad Sharif Jafari; Dr. Annie Tuttle; Erin Vaccaro; Dr. Sean Vormwald; Scott Whalen; Dr. Eunice Williams; Sister Mary

### Agenda

Item	Presenter	Main Point of Discussion	Outcome	Follow-up Actions
Call to Order	Dr. Hilton	Meeting called to order at 1:32 PM.		
Approval of minutes from 4-5-24	Dr. Hilton	Motion to approve the minutes by J. Taylor, seconded by L. Hoff; all in favor, none opposed.		
Foundations of Leadership (Programs & Academic Support Committee)	Dr. Choseed, E. Vaccaro, Dr. Diego Navarro	Year-end check-in; review of measurable outcomes, student stories, and conversation with Dr. Navarro related to FOL at OCC.		
Student Success Council	C. Heisler & J. Pritchard	Year-end check in on the data summit, classroom attendance, student success challenge		
Institutional Effectiveness	Drs. Vormwald & Choseed	Year-end check-in on the IE plan, Middle States data collection, and administrative reviews.		

OCC College Leadership Council - Agenda

May 10, 2024

1:30 – 3:30 PM

Whitney 210

Meg O'Connell Center for Social Justice & Community Impact	Dr. Tuttle	Year-end check-in – review of activities and alternative spring break.		
Diversity, Equity, Belonging & Inclusion Council	Drs. Cummings and Williams	Update on assessments from cultural activities that were held throughout the year.		
Campus Climate Survey	O. Stratton	Update on meetings and feedback; discussion about next steps.	Continued discussion on suggested items as well as an audit of the website and the content.	
Student Success Policy	O. Stratton	Faculty Senate endorsement with new edits	This was not an overwhelming vote of support but was approved because of the edits that were done.	
CLC Assessment	Dr. Hilton	Feedback on assessment		
Middle States Update	Dr. Hilton	Nothing to report at this time.		
Open Forum for Council Members	Dr. Hilton	Nothing to report at this time.		

Meeting adjourned at 3:48 PM.

## **College Leadership Council 2024-2025**

Dr. Warren Hilton, President

Olin Stratton, Faculty Senate President

**Faculty Senate Vice-president**

Mark Manning, Senior Vice President & Chief Financial Officer (EC representative)

Anastasia Urtz, Provost & Senior Vice President (EC representative)

Julie Hart, OCCAC Co-chair

Kelly Larrivey, OCCAC Co-Chair

Fernando Guzman, SGA President

SGA Representative

**CSEA Representative**

**CSEA Representative**

James Taylor, Chair of Chairs

**Faculty Senate Adjunct Representative**

### Topics for CLC consideration:

- ITS report on new GLBA/Deep Seas work
- Policies for the September CLC meeting
- Newsletter creation
- Update of Shared Governance definition and Shared Governance chart
- Support Climate Survey workgroup implementation of group recommendations
- Middle States
- Review of recommendations from assessment regularly

### Meeting Schedule – Whitney 210

September 20, 2024

October 18, 2024

November 15, 2024

January 31, 2025

February 21, 2025

March 28, 2025

April 18, 2025

May 16, 2025

## **Data Governance Committee**

Dr. Agatha Awuah – Co-Chair

Steve Wiley

Olin Stratton – Co-chair

Mike O'Connor

Heather Meyers

Stephanie Aldrich

Kevin Sapio

Erin Kelly

Erin Woods

### Charges for 2024-25

- The development of a web presence. Each Committee has a webpage – it should be populated with minutes and agendas for each meeting throughout the year, as well as past minutes and agendas where available.
- The development of a “guiding document,” similar to bylaws but provides the Committee members with an overview of the Committee’s roles and charges for each year. This document should also show how the work of the Committee relates to standards within Middle States and the goals within the College’s Strategic Plan.
- Continue to build an authoritative data element dictionary of data contained in Colleague, our Enterprise system, so employees in different departments - both academic and non-academic - will have a clear understanding of available data and definitions.
- Research and recommend ways in which to help manage security, access and processes/guidelines for employees leaving or changing positions.
- Research and recommend ways in which to manage access to Starfish/Lazer Success Analytics and access to dynamic dashboards by IPAR.
- Research and recommend appropriate training for employees for data use and dissemination of information on campus and to external stakeholders.
- Continue with oversight and enforcement of the Data Governance Policy.
- Provide an update to College Leadership Council at an appropriate time during the academic year.

## **Institutional Effectiveness Committee**

Olin Stratton  
Dr. Malkiel Choseed  
Dr. Pat Kenny  
Carol Obernesser  
Steve Wiley  
Erin Vaccaro  
Laine Lubar  
Dr. Sean Vormwald

### Charges for 2024-25

- The development of a web presence. Each Committee has a webpage – it should be populated with minutes and agendas for each meeting throughout the year, and where possible, previous years minutes and agendas.
- Retain the process for Administrative Reviews with a final report on the year due to College Leadership Council at the May 2025 meeting.
- Work with the Office of Institutional Planning, Assessment & Research to determine the final list of Administrative Fellows. Oversee the process of that selection and develop charges for the Fellows in consultation with IPAR and the relevant Vice Presidents.
- Develop a companion policy to the Board of Trustee Student Success Policy.

## **Student Success Council**

Dr. Malkiel Choseed  
Kristen Costello  
Justin Pritchard  
Ryan Nellenback  
Kevin Sapio  
Dr. Eunice Williams  
Hyesook Shim  
Dr. Asami Hagiwara  
Amber Ingalls  
Kayla Andersen  
Dr. Oksana Korol

### Charges for 2024-25

- The development of a web presence. Each Committee has a webpage – it should be populated with minutes and agendas for each meeting throughout the year.
- The development of a “guiding document,” similar to bylaws but provides the Committee members with an overview of the Committee’s roles and charges for each year. This document should also show how the work of the Committee relates to standards within Middle States and the goals within the College’s Strategic Plan.
- Follow-up and review Spring 2024 Lyft data with fall returning students. Understand the intersection of transportation challenges and student success. Make recommendations on the program with a final report to CLC at the end of the spring semester.
- Working with IPAR, explore opportunities for the Data Summit in January 2025.

## **Programs and Academic Support Committee**

Dr. Malkiel Choseed  
Jessica Mitchell  
Lindsey Reider  
Dr. Gerardo Cummings  
Dr. Doug Dinero  
Christian Heisler  
Danielle Tinker  
Justin Pritchard

### Charges for 2024-25

- The development of a web presence. Each Committee has a webpage – it should be populated with minutes and agendas for each meeting throughout the year.
- The development of a “guiding document,” similar to bylaws but provides the Committee members with an overview of the Committee’s roles and charges for each year. This document should also show how the work of the Committee relates to standards within Middle States and the goals within the College’s Strategic Plan.
- Review student academic complaints to determine patterns and if they are being resolved, etc.
- Continue work on the Foundations of Leadership through this Committee and as a Student Success Challenge project for 2024-25. Plan to report back on your progress no later than the May 2025 CLC meeting.

# A13: Policy on Instructing Family Members

Responsibility for Maintenance: Academic Affairs

## I. Policy Statement

As potential conflicts of interest in the classroom can have negative effects on student learning for all students in the class, instructors and advisors at OCC should avoid potential conflicts of interest by refraining from teaching or advising family members. Should circumstances require the teaching or advising of a family member, the situation must be disclosed in advance to the appropriate Department Chair(s) and the relevant Dean(s) so that the potential conflict of interest can be mitigated.

## II. Reason for Policy

To ensure that Onondaga Community College employees recognize potential conflicts of interests, disclose them as appropriate and protect themselves and the institution against the potential adverse consequences of such conflicts.

## III. Applicability of the Policy

This policy applies to all employees of Onondaga Community College.

## IV. Related Documents

- Policy B21: Onondaga Community College Conflict of Interest Policy (to be approved)
- [SUNY System Conflict of Interest Policy](#)

## V. Contacts

Subject	Office Name	Title or Position	Telephone Number	Email/URL
Questions regarding Policy	Office of the Provost	Provost and Sr. Vice President of Academic Affairs	(315) 498-7271	<a href="mailto:provost@sunyocc.edu">provost@sunyocc.edu</a>

## VI. Definitions

<b>Conflict of Interest</b>	Any actual or apparent conflict between individual interests and official responsibilities of a person in a position of trust. Perceived or potential conflicts of interests can be said to exist in situations where the Trustee, the Trustee's family member or trustee's close personal relation has financial interests, personal interests or professional associations with an individual, individuals, or outside organization, such that his or her activities within the College could appear to be biased against the College by that interest or relationship.
<b>Family</b>	An employee's spouse, domestic partners, children, parents, siblings, grandparents, parents-in-law, brothers-in-law, sisters-in-law, or member of one's household.

## VII. Procedures

If teaching or advising a relative is impossible to avoid because of graduation need, limited course options, or other compelling reason, the faculty person should immediately let their respective Chair and Dean, or other designee of the President, know of this potential conflict. In this notification they should make clear why this situation cannot be avoided and what will be done to mitigate any potential risk of differential treatment; for example, having another faculty member evaluate the student's work relative to other students in the class and verifying the calculation of the final grade.

Upon notification, the Dean, in consultation with the Chair, will review the request and make a determination as to whether other options are available and/or the plan is sufficient to mitigate potential conflicts of interest.

Notification of the decision is provided to the faculty member, and the student, in writing.

If a request is denied, rationale must be provided as to why the decision was made. The faculty person would then have the right to appeal this decision to the Chief Academic Officer who will review the request, review the rationale for denial, and make a final determination as to whether or not approve the request.

---

Approved by the OCC Board of Trustees TBD

# **B22: Onondaga Community College Conflict of Interest Policy**

Responsibility for Maintenance: Office of the President

## **I. Policy Statement**

All Onondaga Community College trustees, employees, directors of affiliated organizations, employees of affiliated organization, volunteers, and contractors (hereinafter "College Constituents,") are expected to conduct College-related activities in accordance with College policies and procedures and free from actual or apparent conflict of interest. A conflict of interest arises when a College Constituent, relative (within two degrees, e.g., spouse, child, grandchild, parent, grandparent, or respective in-laws) of the College Constituent, or household member of the College Constituent uses their relationship with the College and/or the assets of the College for personal gain and/or reputational harm to the College.

Transactions entered into by the College or its affiliated organizations (i.e., Onondaga Community College Association, Onondaga Community College Housing Development Corporation, Onondaga Community College Foundation) must be in the best interests of the College and conform to all applicable policies, procedures, and local, state, and federal laws.

## **II. Reason for Policy**

To ensure that Onondaga Community College Constituents recognize potential conflicts of interests, disclose them as appropriate, and protect themselves and the institution against the potential adverse consequences of such conflicts.

## **III. Applicability of the Policy**

This policy applies to all trustees, employees, directors of affiliated organizations, employees of affiliated organizations, volunteers,, and contractors of Onondaga Community College.

## IV. Related Documents

- [Onondaga Community College Sponsored Project Conflict of Interest Disclosure Form](#)
- Policy A13: Policy on Instructing Family Members (to be approved)
- [Policy B12: Onondaga Community College Board of Trustees Conflict of Interest Policy](#)
- [Policy B14: Research Involving Human Subjects/Institutional Review Board](#)
- [Policy I9: Consensual Relationships](#)
- [Policy I10: Employment of Relatives](#)
- [Policy K1: Acceptance of Gifts](#)
- [SUNY System Conflict of Interest Policy](#)

## V. Contacts

Subject	Office Name	Title or Position	Telephone Number	Email/URL
Questions regarding Policy	Office of the President	Executive Assistant to the President	(315) 498-2214	<a href="mailto:hartj@sunyocc.edu">hartj@sunyocc.edu</a>

## VI. Definitions

<b>Conflict of Interest</b>	Any actual or apparent conflict between individual interests and official responsibilities of a person in a position of trust. Perceived or potential conflicts of interests can be said to exist in situations where the individual, the individual's family member or the individual's close personal relation has financial interests, personal interests or professional associations with an individual, individuals, or outside organization, or project such that his or her
-----------------------------	---

	activities within the College could appear to be biased against the College by that interest or relationship.
<b>Conflict of Commitment</b>	A situation where the individual employee's outside activity interferes with or compromises, or appears to compromise, the employee's ability to fulfill their obligations to the College.
<b>Contractor Duty to Disclose</b>	During the course of performing services for the College, a Contractor must disclose immediately to the College, by Affidavit, every known or apparent conflict of interest and every ostensible or potential conflict of interest of the Contractor, his employees, and agents. The duty to disclose is a continuing duty.
<b>Financial Interest</b>	A person has a financial interest in any entity if that person has, directly or indirectly, through business, investment, or family: <ul style="list-style-type: none"> <li>(i) An ownership or investment interest in any entity with which the Organization has a transaction or arrangement</li> <li>(ii) A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or</li> <li>(iii) A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.</li> </ul>

## VII. Procedures

At all times, College Constituents are expected to

- Abide by all institutional policies and procedures that address conflicts of interest, including, but not limited to, collective bargaining requirements to disclose outside employment and treat College employment as primary and policies on the supervision of relatives, disclosure of intimate workplace relationships, and private use of College facilities and technology;
- Remain aware of possible conflicts of interest, reporting them to their supervisor or the President's Office, as appropriate;
- Disclose professional and relevant personal activities and relationships that foreseeably could create a conflict of interest or commitment or have the appearance of creating a conflict of interest or commitment.

In addition to abiding by all institutional policies that address conflicts of interest, any College Constituent aware of a current or potential conflict of interest must disclose this conflict to the President's Office.

Personnel serving in a leadership role (e.g., principal investigator or project director) for an externally sponsored project must disclose conflicts of interest (2CFR sec.200.112). The College will disclose in writing any potential conflict of interest identified by an employee with oversight of an externally sponsored project to the Federal awarding agency or pass-through entity in accordance with applicable Federal awarding agency policy.

Members of the OCC Institutional Review Board are prohibited from participating in the review of research proposals in which the member has a research interest or other conflict of interest.

---

Approved by the OCC Board of Trustees TBD

# B23: Third-Party Provider Policy

Responsibility for Maintenance: Management Services

## I. Policy Statement

Onondaga Community College is responsible for ensuring the quality, integrity, and transparency of all activities conducted in its name, including services and educational programming delivered by third-party providers performing work on behalf of the College and/or its affiliated organizations.

## II. Reason for Policy

This policy is designed to ensure that Third-Party Provider agreements for student learning opportunities, internships, clinical experiences, credit bearing educational programs, assessment of student learning, and student support services conform to the Middle States accreditation requirements.

## III. Applicability of the Policy

All Third-Party Provider agreements for the College and its affiliated organizations are expected to adhere to this policy.

## IV. Related Documents

- Middle States Commission on Higher Education Third-Party Provider Procedures
- Third-Party Assessment Form

## V. Contacts

Subject	Title or Position	Telephone Number	Email/URL
Third Party Provider Policy	Assistant Vice President, Management Services	(315) 498-2566	<a href="mailto:mcmullem@sunyocc.edu">mcmullem@sunyocc.edu</a>

## VI. Procedures

Management Services will create and/or review any Third-Party Provider agreement to ensure the written arrangement, contract, and/or agreement between the institution and the third-party provider will address the following, at a minimum:

- Description of the services provided by the member institution;
- Description of the services provided by the third-party provider, including how such services will be delivered;
- Period of agreement;
- Institution that will award credit and degree(s), if applicable;

- Compensation for services by each party, including faculty;
- Terms of evaluation and conditions under which the contract may be terminated and/or renewed;
- Protections for students if contract is terminated or amended, if applicable;
- Protections for the secure maintenance of student records, if applicable;
- Procedures for addressing grievances; and
- Venue(s) for addressing perceived breach of contract, including appropriate legal jurisdictions.

The Department who has the written agreement with a Third-Party provider will complete an assessment form to determine if the agreement should be renewed or terminated.

---

Approved by the Board of Trustees \_\_\_\_\_

# Third-Party Providers Assessment Form

At Onondaga Community College, we are responsible for ensuring the quality, integrity, and transparency of all activities conducted in its name, including services and educational programming delivered by third-party providers performing work on behalf of the College and/or its affiliated organizations. Your input into the third-party provider that you contract with will assist us with this process.

Program Location: \_\_\_\_\_

Program Attended: \_\_\_\_\_

Provider's Name: \_\_\_\_\_

Your Name: \_\_\_\_\_

Phone or email: \_\_\_\_\_

Please indicate your level of satisfaction with each of the following:

Provider met my expectations	poor	fair	satisfactory	good	excellent
Program content	poor	fair	satisfactory	good	excellent
Area/location in which program was held	poor	fair	satisfactory	good	excellent
Overall, how would you rate this provider	poor	fair	satisfactory	good	excellent

If you answered "poor" or "fair" to any of the above please indicate your reasons:

---

---

Did the Third-Party Provider agreement meet the student learning opportunities, internships, clinical experiences, credit bearing educational programs, assessment of student learning, and/or student support services required to conform to the Middle States accreditation requirements?

Yes \_\_\_\_\_ No \_\_\_\_\_ (if No please explain)

---

---

Was the description of the services provided by the third-party provider, including how such services will be delivered accurate?

Yes \_\_\_\_\_ No \_\_\_\_\_ (if No please explain)

---

---

Was the period of the agreement sufficient?

Yes \_\_\_\_\_ No \_\_\_\_\_ (if No please explain)

---

---

Was the compensation for services by each party, including faculty, sufficient?

Yes \_\_\_\_\_ No \_\_\_\_\_ (if No please explain)

---

---

Were the terms of evaluation and conditions under which the contract may be terminated and/or renewed sufficient?

Yes \_\_\_\_\_ No \_\_\_\_\_ (if No please explain)

---

---

Were the protections for students if contract is terminated or amended sufficient?

Yes \_\_\_\_\_ No \_\_\_\_\_ (if No please explain)

---

---

Were the protections for the secure maintenance of student records sufficient?

Yes \_\_\_\_\_ No \_\_\_\_\_ (if No please explain)

---

---

Were the procedures for addressing grievances; and venue(s) for addressing perceived breach of contract, including appropriate legal jurisdictions sufficient?

Yes \_\_\_\_\_ No \_\_\_\_\_ (if No please explain)

---

---

What changes, if any, would you recommend for this provider's contract?

---

## **Third-Party Providers Procedures**

*Effective Date: January 1, 2024*

### **Contents**

- I. Purpose
- II. Procedures for the Development of Written Arrangements and/or Contracts with Third-Party Providers
- III. Procedures for Commission Review of Third-Party Providers During Accreditation Activities
- IV. Procedures for Commission Review and Approval of Written Arrangements with Third-Party Providers Prior to Implementation (Substantive Change)
- V. Definitions

#### **I. Purpose**

The Mid-Atlantic Region Commission on Higher Education (MARCHE), doing business as the Middle States Commission on Higher Education (MSCHE or the Commission), seeks to ensure that member institutions are responsible for ensuring the quality, integrity, and transparency of all activities conducted in their name, including institutional services and programs delivered by third-party providers. The Commission shall review the quality and integrity of institutional services and programs delivered through partnerships with third-party providers as they are articulated in the Commission's *Standards for Accreditation and Requirements of Affiliation (Fourteenth Edition)*, *Evidence Expectations by Standard Guidelines*, policy and procedures, and applicable federal regulatory requirements. The Commission considers ethics, integrity, disclosure, and transparency to be of the utmost value in relationships between institutions, constituents, and third-party providers. The purpose of these procedures is to implement the *Third-Party Providers Policy* and describe the Commission's expectations for institutions working with third-party providers. The policy and procedures apply equally to institutions and the third-party providers.

#### **II. Procedures for the Development of Written Arrangements, Contracts, and/or Agreements with Third-Party Providers**

- A. Written arrangements, contracts, and/or agreements between an institution and a third-party provider are subject to the requirements set forth in the Commission's *Standards for Accreditation and Requirements of Affiliation (Fourteenth Edition)*, *Evidence Expectations by Standard Guidelines*, policies and procedures, and applicable federal regulatory requirements.
- B. The Commission is concerned with arrangements with third-party providers that include but are not limited to, the following types of services:

1. The delivery of student learning opportunities such as non-credit, workforce development, internships, clinical experiences, student teaching, and/or credit-bearing educational programs (Standard III and IV);
  2. Student support services such as advising, counseling, tutoring, international student management (such as English as a Second Language (ESL) support), marketing, recruitment, advertising, campus safety, food or dining services (Standard IV);
  3. Services for the assessment of student learning (Standard V); and
  4. Operational or business functions of the institution such as procurement, information technology, or human resources (Standard VI).
- C. Arrangements with third-party providers come in several different forms, such as written arrangements, contracts, and articulation and transfer agreements. The Commission provides definitions of terms used or inferred in this policy in Section V: Definitions.
1. Articulation agreements and transfer agreements with other accredited institutions of higher education do not require approval prior to implementation but will be reviewed by the Commission during accreditation activities in accordance with *Standards for Accreditation and Requirements of Affiliation (Fourteenth Edition)*, *Evidence Expectations by Standard Guidelines*, and *Transfer of Credit, Prior Learning, and Articulation Agreements Policy and Procedures*.
  2. The Commission's review of third-party providers does not include contracts that are solely for goods, books, supplies products, equipment, or software programs.
  3. Third-party providers are engaged by the institution as a whole, not individual faculty or staff.
- D. The institution is responsible for the management, assessment, oversight, and support of third-party providers that deliver services and programs on its behalf.
- E. The institution will establish a process for the review and approval of arrangements with third-party providers.
1. The process will be documented in policy or procedures.
  2. Review will be conducted by appropriately credentialed representatives such as legal counsel in accordance with any institutional policies or procedures.
- F. The institution will ascertain and obtain all internal and external approval requirements for arrangements with third-party providers that are required, including but not limited to the governing body, state or system administration, government, accrediting agencies, or other legal entities.
- G. The content of the written arrangement, contract, and/or agreement between the institution and the third-party provider will address the following, at a minimum:
1. Description of the services provided by the member institution;
  2. Description of the services provided by the third-party provider, including how such services will be delivered;
  3. Period of agreement;
  4. Institution that will award credit and degree(s), if applicable;

5. Compensation for services by each party, including faculty;
  6. Terms of evaluation and conditions under which the contract may be terminated and/or renewed;
  7. Protections for students if contract is terminated or amended, if applicable;
  8. Protections for the secure maintenance of student records, if applicable;
  9. Procedures for addressing grievances; and
  10. Venue(s) for addressing perceived breach of contract, including appropriate legal jurisdictions.
- H. In the case of institutions whose primary language is not English, the contract and all materials submitted for Commission review (for all accreditation activities) must be translated into English. The contract and all legal contractual documents must be a certified legal translation and accompanied by a Certificate of Translation Accuracy.
- I. The institution is responsible for the accuracy of information related to an arrangement with a third-party provider, including the accurate representation of the role of the third-party provider, and all required public disclosures.
1. The institution must maintain oversight of marketing, advertising, and recruitment.
  2. Disclosures must be in clear, concise, student-focused language.
  3. The role and titles of staff from third-party providers must be accurately represented.
  4. Written arrangements or contracts that outsource marketing, recruitment, and advertising to third-party providers will receive intense scrutiny to ensure the institution maintains control of how the program or service is represented.
  5. If there is the appearance of misrepresentation or mischaracterization of the relationship with the third-party provider, the role of the third-party provider and/or any services that they may provide, the Commission may take any action available to it in accordance with *Accreditation Actions Policy and Procedures*.
- J. The institution will maintain systematic capacity to oversee and to retain oversight of the following program areas, including but not limited to:
1. Teaching and instruction;
  2. Marketing, advertising, and recruitment materials;
  3. Admissions criteria;
  4. Tuition and fees;
  5. Enrolled student records, including measures for privacy and security of such records;
  6. Faculty qualifications and appointment;
  7. Curriculum planning and development;
  8. Course/program content and rigor, including any intellectual property;
  9. Outcomes assessment for student learning;
  10. Academic advising, counseling, tutoring, and support services;
  11. Awarding of course credit, degrees, or credentials;
  12. Transcripts.

- K. The institution will regularly assess and evaluate third-party providers and the implementation of any student learning opportunities (Standard III), student support services (Standard IV), and/or assessment services (Standard V) designed, delivered, or assessed by third-party providers. Assessment and evaluation of third-party providers will be conducted by appropriately credentialed representatives from the institution.
- L. The institution participating in Title IV student financial aid programs remains under USDE oversight and is required to report third-party servicers (TPS) for services related to the administration of Title IV student financial aid programs in accordance with federal regulations.

### **III. Procedures for Commission Review of Third-Party Providers During Accreditation Activities**

- A. At the time of application, candidacy, grant of accreditation, self-study evaluation, substantive change, and at any other time deemed relevant by the Commission, the Commission will review the institution's use of third-party providers to determine that the institution appears to demonstrate continued compliance with the Commission's *Standards for Accreditation and Requirements of Affiliation (Fourteenth Edition)*, *Evidence Expectations by Standard Guidelines*, policies and procedures, and applicable federal regulatory requirements.
- B. The Commission's review will focus on the use of third-party providers which deliver student learning opportunities, student support services, services related to assessment or student learning outcomes assessment, or provide key operational or business functions which otherwise are or could be carried out internally (outsourced).
- C. In accordance with the *Evidence Expectations by Standard Guidelines*, the institution will provide the following information, at a minimum, to the Commission for the review of third-party providers which deliver student learning opportunities (Standard III and IV):
  - 1. Complete list of third-party providers delivering student learning opportunities
  - 2. Name of educational program, percent of program, and description of services offered by the third-party provider;
  - 3. Sample of written arrangements and/or contracts with third-party providers for the delivery of student learning opportunities;
  - 4. Evidence of evaluation of third-party providers, the consideration of results, and follow-up when warranted; and
  - 5. Applicable policies, procedures, and/or guidance for the development and approval of third-party providers which will deliver student learning opportunities.
- D. The Commission will verify that an institution has made the required public disclosures when a portion of an educational program is delivered by a third-party, via website and program publication, in accordance with the Commission's *Public Disclosures Policy*

and Procedures and 34 CFR § 668.43(a)(12), which will include the following information, at a minimum:

1. A description of the written arrangement, in clear, concise, student-focused language;
  2. Information related to the portion of the educational program that the other entity will provide;
  3. Method of delivery for the portion of the program that the institution does not provide; and
  4. Estimated additional costs that students may incur as a result of enrolling in a program offered through the written arrangement.
- E. In accordance with the *Evidence Expectations by Standard Guidelines*, the institution will provide the following information, at a minimum, to the Commission for the review of the institution's use of third-party providers which provide student support services (Standard IV):
1. Complete list of current third-party providers delivering student support services;
  2. Sample of current agreements and/or contracts with third-party providers of student support services; and
  3. Evidence of periodic assessment of third-party providers, consideration of results, and follow-up when warranted.
- F. In accordance with the *Evidence Expectations by Standard Guidelines*, the institution will provide the following information, at a minimum, to the Commission, for the review of the institution's use of Online Program Managers (OPMs) (Standard IV):
1. An analysis of services offered by Online Program Managers;
  2. List of educational programs offered by OPMs;
  3. Percent (%) of educational program delivered by OPMs;
  4. Agreements and/or contracts with OPMs; and
  5. Description of services offered by OPMs.
- G. In accordance with the *Evidence Expectations by Standard Guidelines*, the institution will provide the following information, at a minimum, to the Commission for the review of the institution's use of third-party providers which assess student learning (Standard V):
1. Complete list of current third-party providers offering assessment services;
  2. Sample of current agreements and/or contracts with third-party providers offering assessment services; and
  3. Evidence of periodic assessment of third-party providers including the assessment instrument and analysis of collected data.
  4. Applicable policies, procedures, and/or guidance for the development and approval of third-party providers that will assess student learning.
- H. In accordance with the *Evidence Expectations by Standard Guidelines*, the institution will provide a sample of contracts and/or agreements for key business functions that it has outsourced to third-party providers, including any services outsourced to a related entity (Standard VI).

1. The Commission is not prescriptive and does not set a threshold limit on the number of written arrangements or contracts; however, excessive outsourcing of key business operations or functions will receive intense scrutiny. For example, the outsourcing of 100% of finance operations is considered problematic.
  2. The institution's use of third-party providers and level of outsourcing is reviewed within the context of the institution.
- I. The institution will provide any additional information as requested by Commission representatives.
  - J. The Commission will accept complaints and third-party comments from interested parties regarding the institution's compliance with the Commission's *Standards for Accreditation and Requirements of Affiliation (Fourteenth Edition)*, policies and procedures, and applicable federal regulatory requirements relating to relationships and arrangements with third-party providers. For more information, see *Complaints Involving Applicant and Member Institutions Policy and Procedures* and *Third-Party Comments for Institutions Under Review Policy and Procedures*.
  - K. The Commission, through its multi-level accreditation decision-making process, will analyze all of the accreditation materials and any appropriate and substantiated information available to it.
  - L. An institution may be found out of compliance if the institution does not appear to demonstrate compliance with the Commission's *Standards for Accreditation and Requirements of Affiliation (Fourteenth Edition)*, *Evidence Expectations by Standard Guidelines*, policies and procedures, or applicable federal regulatory requirements related to the use of third-party providers. The Commission may take any action available to it in accordance with *Accreditation Actions Policy and Procedures*.
  - M. The Commission will conduct ongoing monitoring activities in accordance with the *Accreditation Review Cycle and Monitoring Policy and Procedures*. The Commission will conduct monitoring if it becomes aware of activities that bring into question the institution's compliance with requirements related to third-party providers.

#### **IV. Procedures for Commission Review and Approval of Written Arrangements Prior to Implementation (Substantive Change)**

- A. In accordance with the Commission's *Substantive Change Policy and Procedures* and *Substantive Change Guidelines* and federal regulation 34 CFR § 602.22(a)(1)(ii)(J) and § 668.5, the Commission will require a substantive change request for all domestic and international written arrangements when the third-party provider or non-accredited entity delivers 25 percent or more of an educational program.
  1. Federal regulations require the Commission to review and approve written arrangements prior to implementation.
  2. Written arrangement is a term defined in federal regulation which is provided in full in Section IV: Definitions.

3. A written arrangement is when an institution outsources some portion of one or more of its educational programs or educational business operations to a third-party provider that is not accredited.
  4. The Commission's *Substantive Change Guidelines* provide a detailed description of the requirements related to written arrangements and examples of the types of written arrangements that may or may not require substantive change approval.
  5. Substantive change is required for written arrangements with Online Program Managers (OPMs) when the OPM will deliver 25 percent or more of a credit-bearing educational program.
  6. In a written arrangement, delivery of an educational program would include teaching or instruction, but could also include a combination of services for curriculum development, instructional design, online delivery of courses, assessment of student learning, marketing/recruitment, student support services, tutoring, and/or advising.
- B. The institution will provide the information requested in the substantive change request form for Type 9: Written Arrangements (Domestic and International), which includes but is not limited to:
1. Name and location of the other institutions or third-party providers;
  2. The percentage of the program offered by the third-party using the federal calculation provided in the substantive change request form;
  3. Description of the services offered by the third-party, including the method of delivery;
  4. Evidence of the required public disclosures for written arrangements in accordance with the Commission's *Public Disclosures Policy and Procedures* and 34 CFR § 668.43(a)(12); and
  5. Evidence that the institution maintains proper ownership and control of the educational program.
- C. In addition to the above requirements for domestic written arrangements, the Commission will require additional information about international licensing, regulatory, and/or legal requirements in order to review international written arrangements.
1. The contract and all legal contractual documents must be translated into English. The translation must be a certified legal translation and accompanied by a Certificate of Translation Accuracy.
  2. The institution will provide written documentation that the international third-party provider is legally qualified to enter into the contract with the institution.
  3. Written arrangements between international third-party providers will clearly address the legal jurisdiction under which its provisions will be interpreted.
  4. The Commission will conduct a legal review of the request form which may take longer to process.
- D. Written arrangements that include advertising, marketing, and recruitment services as part of a bundle of services will receive intense scrutiny to ensure the institution maintains control of how the program is represented. The request may be rejected if there

is the appearance of misrepresentation or mischaracterization of the educational program, the role of the third-party provider, and/or any services that they may provide.

- E. The Commission may reject the substantive change request if the criteria outlined in the substantive change request form are not met or if there are discrepancies or potential violations of Commission policy or procedures or federal regulations identified in the request. The criteria include, but are not limited to:
1. Accurate calculation of the percentage of the program offered by the third-party provider;
  2. Accurate assignment of instructors to the institution or the third party;
  3. Adequate description of the role of the third-party provider;
  4. Suitable and reasonable terms and conditions of the contract;
  5. The institution maintains adequate oversight of the program;
  6. Accurate representation and required public disclosures; and
  7. Adequate description and compliance with international requirements, if applicable.
- F. In accordance with the Commission's *Substantive Change Policy and Procedures*, *Substantive Change Guidelines*, and federal regulation 34 CFR § 602.22(b)(4), the institution is required to provide *required notifications* or obtain *prior approvals* from the Commission for written arrangements wherein less than 25 percent of a credit bearing educational program is provided by a third-party provider.
- G. The substantive change request may be rejected if the institution cannot demonstrate, to the satisfaction of the Commission, that the written arrangement does not adversely affect the institution's ability to sustain ongoing compliance with the Commission's *Standards for Accreditation and Requirements of Affiliation (Fourteenth Edition)*, *Evidence Expectations by Standard Guidelines*, policies and procedures, or applicable regulatory requirements related to the use of third-party providers.

## V. Definitions

The following definitions are used and/or inferred in this policy and procedures:

- A. Accreditation activities.** All activities (including but not limited to reviews, reports, visits) conducted by Commission representatives related to the member (accredited or candidate) or applicant institution's accreditation phase, accreditation status, or scope of accreditation occurring throughout the accreditation review cycle and during monitoring activities.
- B. Articulation agreement.** An agreement between or among institutions of higher education that specifies the acceptability of courses in transfer toward meeting specific degree or program requirements. These types of agreements do not require Commission approval prior to implementation.

- C. Bundled services.** Set of services offered collectively by a third-party provider that is under written agreement and/or contract with an institution. Bundled service offerings may include but are not limited to any combination of recruitment, marketing, admissions and enrollment assistance, course support for online delivery, technology services, career placement services, and/or career counseling (definition adapted from GEN-11-05, March 17, 2011).
- D. Educational program.** A legally authorized postsecondary program of organized instruction or study that: (i) Leads to an academic, professional, or vocational degree, or certificate, or other recognized educational credential, or is a comprehensive transition and postsecondary program, as described in 34 CFR part 668, subpart O; and (ii) May, in lieu of credit hours or clock hours as a measure of student learning, utilize direct assessment of student learning, or recognize the direct assessment of student learning by others, if such assessment is consistent with the accreditation of the institution or program utilizing the results of the assessment and with the provisions of § 668.10. (federal definition in 34 CFR § 600.2) The Commission may also use the terms certificates and/or degree levels (Standard III – Design and Delivery of the Student Learning Experience).
- E. Learning management system (LMS).** Software application designed to support and manage the delivery of educational content and services to learners, faculty, and staff in higher education institutions (definition from Gartner). An LMS may be provided as part of an arrangement with an Online Program Manager (OPM) and is not considered a third-party provider alone.
- F. Online program manager (OPM).** Online providers that generally provide technology-related support or services to assist institutions with the delivery of online or distance education programs. Such services may include but are not limited to the learning management system (LMS), instructional design, market research, marketing and student recruiting, enrollment management, and/or student retention services. (definition adapted from Government Accountability Office, or GAO)
- G. Outsourcing.** An agreement in which one entity hires another entity to provide a service or program which otherwise is or could be carried out internally.
- H. Related entity.** An entity, regardless of form, that is legally distinct from the institution but has a relationship, connection, or interdependency with the institution. Examples include but are not limited to (1) an individual, partnership, corporation, other entity, layer or group of ownership, or institution of higher education that exercises legal authority or control over the institution; (2) a subsidiary, controlled or supporting organization, other entity, or another institution of higher education for which the institution exercises legal authority or control over and thereby assumes liability; (3) an entity that has a voting interest and/or is granted a certain number of seats or representation on the institution's governing body such as a funding or religious sponsor; (4) a public college or university system administration or board which has legislative authority from an individual state, territory, or federal district over a group of institutions, or (5) a private college or university system administration or board which has legal

authority over a group of institutions. Alumni associations, fundraising organizations, and teaching hospitals are not considered related entities. Local, county, and state legislatures, other accreditors, local advisory boards, and government agencies or jurisdictions are not considered related entities. External non-accredited entities with which the institution has a written contract for the provision of limited services or programs are not considered related entities in and of themselves but an institution can have an arrangement with a related entity.

- I. Student learning opportunities.** Various types of educational experiences which are covered under Standard III and IV, including but not limited to non-credit, workforce development, internships, clinical experiences, student teaching, study abroad, and/or credit bearing educational courses. Student learning opportunities may be delivered via different types of modalities including classroom, online, blended, self-guided, mixed delivery, coaching, mentoring, and/or experiential course work. Written arrangements are a subset of student learning opportunities which require review and approval prior to implementation through substantive change.
- J. Third-party provider.** An entity, institution or organization that has a contract or written arrangement to provide services to the institution. A third-party provider is considered ineligible if it is not accredited by a United States Department of Education (USDE) recognized accreditor and is not certified to participate in Title IV programs.
- K. Third-party servicer (TPS).** An individual, state or private profit or non-profit organization that enters into a contract with an eligible institution to administer, through either manual or automated processing, any aspect of the institution's participation in any Title IV, HEA program. An employee of an institution is not considered a third-party servicer, so long as they are not employed by or associated with a third-party servicer for an outside organization. (federal definition in 34 CFR § 668.2)
- L. Transfer agreement.** An agreement typically between institutions in the same system or between institutions of higher education within the same service area. The determinations for transfer of credit will be based on local/campus equivalencies and without reference to fulfillment of specific requirements for a degree or credential. These types of agreements do not require Commission approval prior to implementation.
- M. Written arrangement.** A written arrangement wherein an institution outsources some portion of one or more of its educational programs or educational business operations to a third-party provider that is not accredited. For purposes of substantive change, the institution is outsourcing more than 25 percent of credit-bearing educational programs to another institution or organization that is not certified to participate in Title IV, HEA programs. Formerly referred to as a contractual arrangement. For more information, see the Commission's *Substantive Change Policy and Procedures*, *Substantive Change Guidelines*, and/or federal regulation 34 CFR § 668.5 *Written arrangements to provide educational programs*.

Number: N/A

Version: 2024-01-01 EFFECTIVE (new procedures)

Effective Date: January 1, 2024

Created: 2024

Approval: Approved by Cabinet (Oct 28, 2023)

Initial Approval: October 28, 2023

Previously Issued:

Revisions:

Related Documents: *Accreditation Actions Policy and Procedures; Complaints Involving Applicant and Member Institutions Policy and Procedures; Evidence Expectations by Standard Guidelines; Public Disclosures Policy and Procedures; Substantive Change Policy and Procedures; Third-Party Comments for Institutions Under Review Policy and Procedures; Transfer of Credit, Prior Learning, and Articulation Agreements Policy and Procedures;*

Federal regulations: 34 CFR § 602.22; 668.5; 668.43;

# ONONDAGA COMMUNITY COLLEGE COLLEGE LEADERSHIP COUNCIL BYLAWS

These Bylaws of the College Leadership Council are made and effective **October 24, 2014**, with a first revision dated **October 21, 2022**.

## ARTICLE I - NAME

The name of this body shall be the College Leadership Council.

## ARTICLE II - PURPOSE

The purpose of the College Leadership Council shall be to serve as the central, cross-campus governance body responsible for advising the President on strategic issues, projects and proposals with significant cross-institutional impact.

In so doing, the College Leadership Council will:

1. Promote organizational excellence and institutional effectiveness.
2. Improve cross-institutional collaboration.
3. Foster continuous improvement of shared governance.
4. Embrace diversity and encourage collegiality.
5. Facilitate consistent, effective, campus-wide involvement in strategic planning and review.

## ARTICLE III - MEMBERSHIP

The membership of the College Leadership Council shall be comprised of representatives of the College's recognized associations and the heads of the College's divisions, as follows:

1. College President or designee
2. Faculty Senate President
3. Faculty Senate Vice President
4. CSEA Representative
5. Administrators' Council (OCCAC) Chairperson
6. Administrators' Council (OCCAC) Chair-elect
7. Student Government Association (SGA) President
8. Student Government Association (SGA) Designee
9. Faculty Senate Adjunct Representative
10. Chair-of-Chairs
11. Senior Vice President & Chief Financial Officer
12. Provost & Senior Vice President

#### ARTICLE IV – MEMBER ROLES AND RESPONSIBILITIES

The roles and responsibilities of the membership are to:

1. Represent the collective views of their respective constituencies.
2. Report to their respective constituencies on the work of the College Leadership Council.
3. Solicit input from their respective constituencies on matters that come before the College Leadership Council.
4. Review the agenda and all supplemental information prior to meetings.

#### ARTICLE V – COLLEGE LEADERSHIP COUNCIL CHAIRS

The College Leadership Council shall be co-chaired by the President and Faculty Senate President.

#### ARTICLE VI – MEETINGS

The College Leadership Council shall determine and establish its own meeting schedule, subject to the following provisions:

1. Regular meetings of the College Leadership Council shall be of sufficient frequency and duration as to effectively carry out the Council's purpose and responsibilities.
2. The College Leadership Council shall meet at least 7 times during the College's academic year
3. Special meetings of the College Leadership Council may be scheduled at the request of the College President or the members.

The agenda for all meetings shall be established by the co-chairs subject to the following provisions:

1. Meeting agendas will follow a standard format acceptable to the Council to include review of any new material as well as standing items based on a calendar of critical topics to be reviewed and discussed throughout the year.
2. The agenda for regular meetings, including all relevant materials for consideration, shall be distributed to the membership no later than one week prior to the meeting.
3. In the case of a special meeting requested by the members, the co-chairs shall collaborate on the agenda.

The minutes of all meetings shall be made publicly available to the College community within one week after the meeting on the College's website.

## ARTICLE VII - COLLEGE COMMITTEES

The College Leadership Council shall be the reporting home for official College Standing Committees, as outlined in the College's Centralized Policy Manual, and College Ad Hoc Committees. (These "College Standing Committees" are separate and distinct from the College's Faculty Senate Standing Committees.)

With regard to College Standing Committees, the College Leadership Council shall have the authority to review the structure and charges for such committees, and to recommend to the President the creation or dissolution of College Committees. Recommendations to create or dissolve College Standing Committees shall require a two-thirds vote of the College Leadership Council membership. Recommendations to create or dissolve Ad Hoc Committees shall require a simple majority of the College Leadership Council membership.

## ARTICLE VIII - AMENDMENTS

These Bylaws may be altered, amended, or repealed and supplanted by new Bylaws in the following manner:

1. Notification of an amendment proposal must be received by the membership of the College Leadership Council no fewer than thirty (30) days prior to the meeting at which it is to be considered.
2. Amendment proposals shall be clearly stated on the agenda for the meeting at which they are to be considered.
3. Adoption of an amendment proposal shall require a two-thirds majority of the College Leadership Council membership.





## Shared Governance

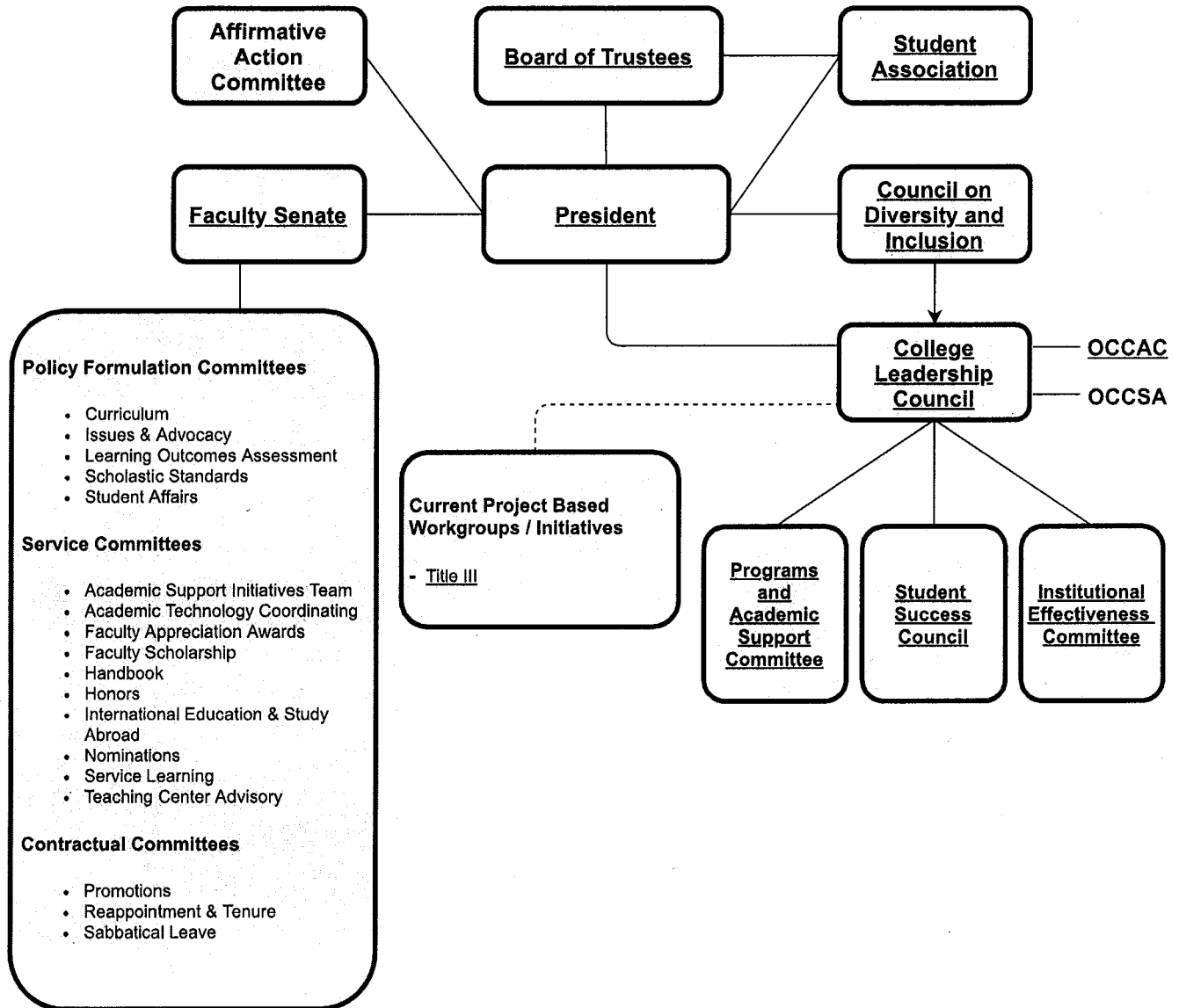
**Shared governance is a commitment** on the part of the faculty, trustees and the administration to work together, each as fully accountable entities, to responsibly and effectively carry out the college's education mission, vision and strategic plan.

State law specifies that shared governance is the decision - making process among the three key responsible bodies: **the Board of Trustees, the president, and the faculty.**

Shared governance thrives in **an environment of mutual respect and trust** between all members of the college community. All members of the campus community should respectfully voice their concerns and ideas through shared governance; however, the Board of Trustees in conjunction with the President have the ultimate decision.

*Trouble viewing chart below? View the PDF*

 [Shared Governancev2.pdf \(/sites/default/files/public%3A//documents/2021-02/Shared%20Governancev2.pdf\)](/sites/default/files/public%3A//documents/2021-02/Shared%20Governancev2.pdf) 



## **College Leadership Council Recommendations for 2024-26**

### **Based on results of the 2024 Assessment**

- The development of a retreat/orientation session at the beginning of the academic year for both CLC and Committee members to review their charges, clarify roles and select co-chairs.
- Ask for feedback at the end of the academic year from each committee on items they feel could be possible charges for the new year, or work they wish to continue from the previous year.
- Update the CLC webpage. Currently, it resides on the employee side; make it visible to all and update the current information (last updates were from 2020).
- Update the webpages for each Committee (they currently exist) and develop a new page for Data Governance. Include membership and charges each year. Encourage each committee to keep detailed records of minutes and agendas for placement on the web in a timely manner.
- Develop a College Leadership Council email/newsletter that will be sent to the campus community after each meeting, recapping what transpired, what action is taken, and include a link that brings them to the webpage where they can review the minutes.
- Ask for volunteer members from across campus who would be interested in serving on a Committee.
- Encourage all committee co-chairs to regularly attend CLC meeting so they can be sure they are bringing information back to their constituents on their committees.
- Development of Committee “plans”, similar to the Institutional Effectiveness Plan, that correlates to the work of the Strategic Plan, and provides a baseline for the work of the Committee each academic year. Additional charges will be added based on feedback from constituents and the President.