

OCC College Leadership Council - Agenda

April 17, 2026

2:00 – 4:00 PM

Whitney 210

Members Present: Dr. Agatha Awuah; Yesvier Aviles Mendez; Julie Ende; Sarah Gaffney; Julie Hart; Dr. Warren Hilton; Kelly Larrivey; Elis Lorga Novack; Helaine Lubar; Lisa Smolen; Olin Stratton; James Taylor

Staff and Students Present:

Agenda

Item	Presenter	Main Point of Discussion	Outcome	Follow-up Actions
Call to Order	Dr. Hilton			
Approval of minutes from 3/27/26	Dr. Hilton			
Academic Reorganization	M. O'Connor	Information for the members		
Faculty Release Time	M. O'Connor	Information for the members		
Master Plan presentations	Dr. Awuah; M. Wilcox; J. Pritchard	Presentation of Academic Affairs Master Plan; Recruitment & Retention Master Plan; Professional Development Master Plan	Endorsement needed from CLC.	
Middle States	Dr. Hilton	Follow-up on collegial advice and recommendations from the Middle States reaccreditation team.		
Banner Saas Timeline	J. Hart	J. Hart provided an email from S. Wiley on the current timeline for the Banner Saas conversion. Dr. Hilton provided insight he has from SUNY.		
UF	O. Stratton	Follow-up on faculty vote on March 30.		
Committees	O. Stratton	J. Hart shared the list of committees that she was able to put together for the meeting.	CLC to review and make recommendations if warranted.	

OCC College Leadership Council - Agenda

April 17, 2026

2:00 – 4:00 PM

Whitney 210

Review of Assessment Recommendations for 2026	J. Hart		Distribution at the April CLC meeting for review at the May CLC meeting.	Reminder to members to complete the assessment.	
D2L Orientation	Dr. Hilton		Dr. Hilton followed up on Lazer Success Flags and student D2L orientation.		
CLC Bylaw Review	J. Hart		Suggestions were noted, a draft will be developed for a vote at an upcoming meeting.		
CLC – public-facing website	J. Hart		J. Hart reviewed a conversation regarding the CLC webpage being public.		
Open Forum for Council Members	Dr. Hilton				

Meeting adjourned at PM.

OCC College Leadership Council - Minutes

March 27, 2026

2:00 – 4:00 PM

Whitney 210

Members Present: Dr. Agatha Awuah; Yesvier Aviles Mendez; Julie Ende; Sarah Gaffney; Julie Hart; Dr. Warren Hilton; Kelly Larrivey; Elis Lorga Novack; Helaine Lubar; Lisa Smolen; Olin Stratton; James Taylor

Staff and Students Present: Julie Dyson, Barnes & Noble

Minutes

Item	Presenter	Main Point of Discussion	Outcome	Follow-up Actions
Call to Order	Dr. Hilton	Dr. Hilton called the meeting to order at 2:00 PM.		
Approval of minutes from 1-30-26	Dr. Hilton	Motion by J. Taylor; seconded by O. Stratton; all in favor, none opposed.		
Box of Books	Julie Dyson, B&N	J. Dyson provided an overview of the work being done on adding laptops to the Box of Books program and what it entails for the college. Currently, the thought process was to keep the current program in place.	After conversations among the members, it was decided to continue to research options, with a preference to maintain the current laptop program we have in place. Conversation will continue around the laptop loaner program with ITS.	
EITA	K. Larrivey	K. Larrivey provided an overview of the work taking place with the EITA Committee.		
Middle States	Dr. Hilton	Dr. Hilton thanked those who participated in the recent self-study and site visit.	There were conversations surrounding next steps for the collegial advice and recommendations included in the response of the site visit team. Possible development of an ad hoc committee to oversee this work.	
AI Community of Practice	J. Hart	J. Hart provided an update on the current work of the AI CoP.	Speaker Todd McLees coming to campus April 10 for a day of workshops with groups on	

OCC College Leadership Council - Minutes

March 27, 2026

2:00 – 4:00 PM

Whitney 210

	campus including administrators and faculty.			
UF	Senate is proposing that we switch back the administrative X grade with a two-week window for using it. The X grade does not affect a student's GPA or financial aid. Faculty must also include in their syllabi when they will issue a UF grade and the criteria for the same. Senate will vote on this on 3/30/26.	Professor Stratton provided an overview of the current status of the UF grade and work with faculty on the same.	O. Stratton	
Committees	J. Hart will email a request to pull together a comprehensive list of committees across campus. We will then make a determination as to what may belong where and the relevance of it.	O. Stratton discussed the various committees around campus and those that are faculty driven v. other campus committees.	O. Stratton	
Late adds	S. Gaffney mentioned they are pulling together data on the late ads. Dr. Hilton also brought up early registration (not for specific populations) and how that could benefit our campus.	This is a continuation of the conversation from the January CLC meeting. "O. Stratton brought up late adds and who they are helping/hindering. After conversation, it was decided that CLC would discuss this further, particularly as it relates to a cut-off for new student registration. Also, look at drop/adds and if the deadline is accurate. Also, what about our registration deadlines as compared to other colleges?"	O. Stratton	

OCC College Leadership Council - Minutes

March 27, 2026

2:00 – 4:00 PM

Whitney 210

Review of Assessment Recommendations for 2026	J. Hart	Distribution at the April CLC meeting for review at the May CLC meeting.	J. Hart will send the survey out next week to be completed. Results will be shared at the May CLC meeting.
CLC Bylaw Review	J. Hart	Suggestions were noted; a draft will be developed for a vote at an upcoming meeting.	
Open Forum for Council Members	Dr. Hilton	<p>Dr. Hilton provided an update on the Banner SaaS transition.</p> <p>S. Gaffney discussed the two master plans she is working on – Enrollment and Facilities. We would hope for campus-wide involvement on each, as well as the use of outside consultants. Hoping for participation from the different constituent groups on campus, noting that both will be going on at the same time.</p>	

Meeting adjourned at 3:39 PM.

Hart,Julie

From: Wiley,Steven
Sent: Thursday, April 2, 2026 2:49 PM
To: Hart,Julie
Cc: Gaffney,Sarah
Subject: Re: Banner Saas

Hi Julie,

Assuming approval from the Office of State Comptroller (OSC) and execution of the SUNY Participating Institutional Agreement (PIA) this month, work would begin almost immediately with SUNY developing the “golden image,” the standardized SUNY Community College environment.

As part of the initial cohort, we would work alongside other SUNY institutions to help define, build, and validate this environment while preparing our campus.

In general, 2026 would focus on building and aligning to the shared environment, with 2027 dedicated to testing, data migration, and deployment readiness. The current target go-live would be late Q1 to early Q2 2028 (approximately March–April), assuming the timeline holds.

This is a high-level timeline; more detailed and granular planning will be developed as each phase approaches.

Please let me know if you need anything further or would like additional detail on any aspect.

Steven C. Wiley
Assistant Vice President, ITS
Office: (315) 498-2686 • **Text:** (315) 380-1952



From: Hart,Julie <hartj@sunyocc.edu>
Sent: Thursday, April 2, 2026 11:47 AM
To: Wiley,Steven <wileyst@sunyocc.edu>
Cc: Gaffney,Sarah <gaffneys@sunyocc.edu>
Subject: Banner Saas

Hi Steve – at the last CLC meeting, we were wondering if there has been a timeline developed yet for the Banner Saas transition?

Julie A. Hart
Chief of Staff/Director of Special Projects
4585 W. Seneca Turnpike

Hart,Julie

From: Abbatiello,Laura
Sent: Monday, March 30, 2026 1:28 PM
To: Hilton,Warren; Hart,Julie
Cc: Root, Christine; Abbatiello,Laura; Stewart,Naomi; Alexander, Jenna; Hoppel,Kevin
Subject: Fw: CLC follow-up

Hello Dr. Hilton and Julie,

We met last week to discuss using a Lazer Success flag to encourage participation in D2L Orientation. After reviewing the idea, we do not believe a flag is the best approach for several reasons:

- Not all faculty use D2L, so many students would receive the flag unnecessarily.
- Flags typically signal concern about a student, which doesn't align with a general reminder.
- If navigator outreach were expected, it would add significant workload during an already busy time; if not, this becomes a batch communication that can be handled outside of Lazer Success.
- Clearing flags systematically would be technically challenging, as Starfish and D2L are not directly integrated.

Instead of a flag, we recommend strengthening communication within D2L:

- Add a more prominent banner on the D2L homepage.
- Consider renaming "D2L Orientation" to something clearer and more inviting (e.g., "D2L Quick Start", "D2L How-to Guides", or "D2L Walkthroughs").
- Send an initial email to new students with encouragement and resource links.
- Follow up periodically with students who have not completed the training (participation data is available in D2L reports).

Additional considerations:

- All currently registered students are automatically enrolled in the D2L Orientation course, and the widget is visible on their D2L homepage.
- The current orientation provides only a high-level overview, and faculty use D2L in varied ways, limiting standardized guidance beyond the basics.
- The existing "D2L Brightspace Basics Referral" in Lazer Success already connects students to the Helpdesk and Learning Center for support and can be raised by faculty and navigators.

We hope this recommendation aligns with the CLC's goals, but please let us know if we've misunderstood or if you'd like us to explore other options.

<i>Christine Root</i>	<i>Kevin Hoppel</i>	<i>Laura J. Abbatiello</i>	<i>Naomi Stewart Kerlin</i>
-----------------------	---------------------	----------------------------	-----------------------------

<i>Software Systems Administrator, ITS</i>	<i>Enterprise Applications Administrator</i>	<i>Academic Technology Specialist</i>	<i>Assistant Director School of Technology, Engineering & Computing</i>
rootc@sunyocc.edu	k.s.hoppel@sunyocc.edu	l.j.abbatiello@sunyocc.edu	stewartn@sunyocc.edu

From: Hilton, Warren <w.hilton@sunyocc.edu>
Sent: Thursday, March 19, 2026 2:23 PM
To: Hart, Julie <hartj@sunyocc.edu>
Cc: Root, Christine <rootc@sunyocc.edu>; Abbatiello, Laura <l.j.abbatiello@sunyocc.edu>; Stewart, Naomi <stewartn@sunyocc.edu>; Alexander, Jenna <j.r.alexander2@sunyocc.edu>
Subject: RE: CLC follow-up

Julie – thanks for reminding me. I am copying Laura, Chris, and Naomi to get their thoughts on if we can make this happen or if they have an alternative method that would accomplish the same goal.

Chris, Naomi and Laura – please see below and let us know if you believe this is doable.

Dr. Warren Hilton
 President
 Onondaga Community College
 4585 West Seneca Turnpike
 Syracuse, NY 13215

From: Hart, Julie <hartj@sunyocc.edu>
Sent: Thursday, March 19, 2026 12:45 PM
To: Hilton, Warren <w.hilton@sunyocc.edu>
Subject: CLC follow-up

I just wanted to follow-up on this item that you stated you would report back on to CLC –

D2L Orientation	J. Hart	Providing an update on what is covered at Student Orientation and how this works with the continued conversation on laptops/Box of Books/D2L.	J. Hart will discuss with L. Abbatiello options to push the training module to populate for each semester as well as to post it in the notifications with a reminder to complete the training.
-----------------	---------	---	--

Julie A. Hart
 Chief of Staff/Director of Special Projects
 4585 W. Seneca Turnpike
 Syracuse, NY 13215
Office: (315) 498-2551 • **Fax:** (315) 498-2074



Non-Faculty Committees

OCC Committees

- AAWCC
- Academic Support Initiative Team (ASIT)
- AcMo (formerly Student Success)
- AI Community of Practice
- Appeals Committee (parking tickets & campus ban)
- Campus Climate Committee
- Campus Engagement Committee
- Campus Safety Advisory Committee
- Civic Engagement Resource Fair ad hoc committee
- Civil Discourse workgroup
- College Leadership Council
 - Student Success Council
 - Programs & Academic Support
 - Data Governance
 - Institutional Effectiveness
- CSTEP Advisory Committee
- DEIB Council
- Drop/Withdraw Workgroup
- Early College Pathways Scope and Sequence workgroups (multiple)
- EITA
- Employee of the Month
- Executive Council
- Expanded Executive Council
- External Partnerships Committee
- Federal Work Study Work Group
- Hazing Committee
- Institutional Review Board
- Joint Labor-Management Committee on Online Credentialing
- Joint Labor-Management Committee on Health Care (meets sporadically and not every year)
- Lazer's Fostering Success College Program
- Mary Porcari work group (staff and the Foundation)
- Middle States CERT Team
- Middle States Steering Committee
- OCCAC
- Open House Committee
- Orientation Committee
- Pinnacle Awards
- Safety Committee
- Search Committees (multiple, ongoing)
- Student Champions
- Student Conduct Appeals Team
- Student Transportation workgroup with Centro
- Syracuse Community Health Center partnership workgroup
- Student Success Communications Committee

- Threat Assessment Team
- Title IX workgroup
- WeCARE
- Wellbeing Committee

Facilitated outside of OCC (committee, workgroup, or community of practice)

- Food Bank of CNY Pantry Partners
- Higher Education Mental Health Task Force
- Leadership Greater Syracuse
- Onondaga County One Stop Group
- OnPoint for College Career Services Advisory Board
- ONRAMP Community Advisory Committee
- PEAKs/PEAKs Alumni
- SUNY Adult Learners
- SUNY Advising/Coaching
- SUNY AOD Committee
- SUNY Basic Needs
- SUNY Campus Activities
- SUNY Campus Safety Monitors
- SUNY Career Development Officers
- SUNY Career Development Officers, 2-year Directors
- SUNY Chief Student Affairs Officers (NYACCCSAO)
 - *I imagine there is one for each divisional area*
- SUNY Compliance
- SUNY Council on International Education Programs
- SUNY Counseling Directors
- SUNY Disability Services
- SUNY EITA
- SUNY Enrollment Management
- SUNY First-Gen
- SUNY Health Centers
- SUNY High Impact Practices
- SUNY Homeless Liaison
- SUNY Military and Veterans' Affairs
- SUNY Residence Life and Housing
- SUNY Small Counseling Center Directors
- SUNY Student Conduct Institute
- SUNY Telepsychiatry
- Wingspans Customer Advisory Committee
- SUNY EOP Workgroup
- SUNY ASAP Workgroup
- NYSED LPP Workgroup
- SUNY CSTEP Workgroup
- SUNY ACMO

- OCC Housing Development Corporation
- OCC Association
- OCC Foundation

Standard I: Mission and Goals

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

Collegial Advice

OCC is encouraged to explicitly integrate or incorporate the fourth institutional priority referenced in the self-study (Foster engagement and partnerships...) into the College's strategic plan documents along with the existing three pillars as part of the mid-point review. Doing so would strengthen coherence across initiatives, reinforce alignment between community engagement and student learning and achievement, and help the College present a more unified and compelling institutional story of meeting regional educational and workforce demands.

Standard II: Ethics and Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

Collegial Advice

The College should identify a path to formalize and clearly outline ownership of assessment so all faculty, full-time and adjunct, understand their responsibility in completing assessment.

The College should identify a path to formalize professional development requirements to ensure compliance with substantial changes are made in a timely manner.

Several areas designated for sensitive conversations, e.g., counseling offices, accessibility resource rooms, and various conference and meeting rooms, currently lack adequate soundproofing. This is particularly concerning for counseling offices, which are located along a commonly used employee pass-through corridor, making private conversations susceptible to being overheard. ○ To better protect the privacy and confidentiality of clients, students, and staff, investing in soundproofing solutions for these spaces is

recommended. This could include acoustic panels, door seals, or white noise systems, depending on the needs of each area.

The College should take steps to improve collaboration between the Human Resources office and the hiring managers. The hiring process should be reviewed to identify bottlenecks and communication gaps. Standardized templates and targeted training could be provided to employees responsible for departmental hiring, with a focus on crafting job descriptions that clearly define requirements such as education, credentials, and experience. All candidates should be reviewed by the hiring manager/ team, using clear, consistent criteria to ensure that qualified candidates are not overlooked, also reducing the risk of conflicts of interest.

Standard III: Design and Delivery of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence of all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, and setting are consistent with higher education expectations.

Collegial Advice

The institution is encouraged to consider centralizing College Credit Now and Early College programs under a single leadership structure within Academic Affairs to streamline oversight of academic quality, faculty engagement, and assessment practices to reduce redundancies and streamline operations with clearer points of contact, consistent expectations, and more cohesive academic governance across all dual enrollment pathways.

Team Recommendation(s)

The team recommends that the College strengthen centralized oversight and college-wide processes for distance education to ensure consistent quality, compliance, and alignment with institutional expectations. In particular, the College should:

Establish a centralized governance structure to lead and coordinate distance education policy, practice, and evaluation across all schools and academic units.

Develop and implement clear institutional requirements for faculty teaching online, including standardized preparation, training, and ongoing evaluation.

Adopt and operationalize consistent processes for Regular and Substantive Interaction (RSI) by:

Finalizing and implementing the RSI article recently proposed for the faculty collective bargaining agreement;

Applying a universal RSI review to ensure all online courses meet regulatory expectations; and

Extending RSI standards to all online offerings, regardless of school, or session.

Document and standardize procedures that ensure distance education courses meet federal, state, and accreditor requirements and support equitable student learning experiences.

Strengthening these structures and processes will promote greater consistency and accountability across online offerings and ensure that distance education is fully aligned with OCC's mission, goals, and student achievement expectations.

Standard IV: Support of the Student Experience

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

Collegial Advice

The institution may want to consider expanding resources to support neurodivergent students, which includes professional development for staff and faculty, as well as informational workshops for students.

The college community would benefit from employee training to ensure students' rights to file grievances are consistently upheld. Students would also benefit from clear communication outlining the available grievance processes and affirming their right to file a complaint without fear of retaliation.

Prioritize streamlining the FERPA release process by eliminating the need to cross-check three separate systems and removing the requirement for students to meet in person to revoke a release.

Implement an easily accessible online mechanism that allows students to update their phone numbers directly in the student portal.

Investigate public transportation issues for commuter students and develop a plan to address these challenges to ensure equitable access.

Conduct a comprehensive assessment of public transportation barriers affecting commuter students and develop a plan of action to address these challenges.

Standard V: Educational Effectiveness Assessment

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their programs of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

Collegial Advice

Continue expanding professional development (PD) and peer-sharing to increase faculty comfort and consistency with assessment reporting. This can be accomplished by sustaining faculty ownership and competency, but there needs to be PD and peer exemplars/assessment leaders. Through PD and normalizing activities, this could help engage adjuncts with assessment participation.

Strengthen documentation of how assessment results lead to action and close the loop. In the dashboards/workflows, add a required "action taken & result" field with scheduled follow ups so improvements are visible across cycles. This may be there, but people may have difficulty accessing the dashboards or these files may be part of your SP or KPIs.

Continue to engrain adjuncts and all faculty to report assessment results, especially in high-enrollment and multi-section courses.

Standard VI: Planning, Resources, and Institutional Improvement

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

Collegial Advice

The College should consider translating its long-range budget planning data into a spreadsheet format that allows for a summary presentation of projected results.

Integrate IPAR surveys (e.g., CCSSE, Student Opinion Survey, Post-Graduate Survey) with the goals and objectives of administrative units and apply assessment data to enhance operations across units.

Standard VII: Governance, Leadership, and Administration

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituents it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

Collegial Advice

The team endorses the College's opportunities for improvement in self-study to assess the holistic operation of governance at OCC, especially as it relates to bodies such as OCCSA and OCCAC.

In the spirit of collegiality and transparency, the college is encouraged to consider making the meeting minutes of its various governing groups and committees available to all faculty and staff.