

FACULTY SENATE COMMITTEE ANNUAL REPORTS

2018-2019

Standing Committees

Budget Review (missing)
Bylaws Review
Convocations
Diversity
EOP Advisory
Educational Policy and Priorities
Intercollegiate Athletics (missing)
Library
Professional Standards
University Undergraduate Curriculum

Joint Committees

Academic Computing and Educational Technology
Committee for the University Environment
University Calendar

Other

Committee on Committees
Evaluation Coordinating Committee
Faculty Athletics Representative
Intercollegiate Athletics Board

Faculty Senate Bylaws Review Committee
Annual Report 2018-2019

The FS Bylaws Review Committee served during FS and FSEC meetings as advisor for issues and questions related to bylaws.

There were no substantial businesses considered by the committee.

Respectfully submitted,

Fernando Guzman, Committee Chair

Committee members

Andrew Scholtz, Classics

Sara Reiter, School of Management

Olga Shvetsova, Political Science

Alistair Lees, Chemistry

Stephanie Hess, Libraries

John Starks, president's ex officio appointee

Kelly Wemette, provost's ex officio appointee

Faculty Senate Convocations Committee
Annual Report 2018-2019

The committee used its charge as the major guide for funding decisions: bringing programs to campus that “enhance and support the intellectual, cultural, and artistic aspects of the academic curriculum” and to focus our efforts toward as diverse a university community as possible. The committee traditionally has not funded events that did not fit the criteria above or requests for food, receptions, or parties. Publicity, speakers’ fees, or transportation are items that were specifically funded. In addition, events that cater to a variety of groups on campus in general, and undergraduate students in particular, were looked upon favorably by the committee.

The convocations committee is normally comprised of 4 faculty members, 2 administrative members, 3 Student Association representatives, and a Graduate Student Organization representative. The committee met monthly to review and discuss applications. Final decisions are made through voting by the committee members. In a great majority of cases, decisions are unanimous.

The funding came from the President’s Office (\$5375) and the Student Association (\$5375) for a total of \$10,750. Our available funds for the year, including carryover from 2017-2018 and new allocations totaled \$13,421. Allocations this year totaled \$9,575 leaving a remaining balance of \$3,846 forward into the 2019-2020 academic year.

The Convocations Committee supported 11 events in total. Allocations ranged from a minimum of \$250 to a maximum of \$3000. The committee denied two applications because the committee unanimously felt that these particular activities did not meet the committee’s criteria for funding.

A detailed documentation of funding allocation is presented below:

Event	Amount
Challah Bake	\$400.00
Caribbean Student Association Carnival	\$1,500.00
TEDx	\$500.00
Black History Month	\$3,000.00
Purim Carnival	\$750.00
CCPA "Unfinished Conversation" Keynote Speaker Lee Mun Wah	\$1,000.00
Art Museum & Art History Speaker: Nathaniel Mackey	\$625.00
China Night	\$250.00
Shabbat 1800	\$800.00
Vietnamese Student Association Banquet	\$500.00
African Student Association Guest Speaker	\$250.00
Total	\$9,575

Additionally, this year the committee updated the application form to include a more detailed budget sheet and added the application to the Campus Activities website where it will be more accessible to a larger audience.

Respectfully submitted,

Aleshia Huber, Committee Co-Chair

Committee members

Jennifer Keegin, Committee Co-Chair

Rosa Darling

Elizabeth DiGangi

Donald Loewen

Brain Rose

Kevin Darrell

Andy S. Jean-Baptiste

Courtney Mitchell

Jerry Toussaint

Faculty Senate Diversity Committee
Annual Report 2018-2019

As a result of work with the Provost office, the first workshop on implicit bias was offered for AUPC members.

The committee recommended faculty names to the FSEC for the search committee for the Vice President for diversity equity and inclusion. That search was suspended later in Fall 2018, but has now resumed in Fall 2019.

The FSDC worked with FSEC on a survey for candidates to the last round of the AUPC election. Responses to the survey were compiled and distributed to the voting faculty in each voting unit.

The FSDC has been working with Daryl Santos, Vice Provost for Diversity and Inclusiveness on an Implicit Bias workshop for AUPC members.

The FSDC reviewed and in most cases worked with several units to make sure their new program proposals met the requirements of the FS 12/06/2015 resolution. These include:

- PhD program for School of Pharmacy
- MS in Information Science from Computer Science Department
- RN to BS program from Decker School of Nursing

The FSDC reviewed and/or commented on all the motions from FSEC to FS. These include:

- BU Open Access Policy
- Free Access to Menstrual Products
- Discontinuance of some programs
- School of Pharmacy Bylaws
- Resolution on Gender Neutral Language
- Resolution as response to TAE evaluation report
- Policy for Appointment of Interim Administrators at and above the level of Dean
- Amendments to the Student Academic Honesty code

The FSDC inquired with Vice Provost Don Loewen, Amber Stallman, Director of Financial Aid and Student Records, and Kathy Brunt, Harpur Assistant Dean for Academic Affairs and Advising, about students who lost funding because they were

ineligible for TAP and/or Excelsior. Their response is that the number of students decertified at Binghamton is the lowest of all University Centers. Less than 40 at BU compared with more than 900 at another university center. We expect to get a more detailed and complete picture, including demographics of students decertified last spring, later in fall 2019.

The FSDC recommended two members for the PRODiG Proposal Committee.

Respectfully submitted,

Fernando Guzman, Committee Chair

Committee members

Lisa Tessman

Kathleen Sterling

Ana Ros

Serdar Atav

Lubna Chaudhry

Angela Riley

Allison Nyamuame (Professional Staff representative)

Shengsheng Zhou (GSO representative)

Hannah Zamor (SA representative)

Faculty Senate EOP Advisory Committee
Annual Report 2018-2019

Each year the Equal Opportunity Program (EOP) Advisory Committee focuses their energies on identifying areas of the program needing support. This year, the Committee focused on EOP Advocacy Day, increasing buy-in for EOP student recognition efforts, creating connections between current students and program alumni, and developing plans for outreach to academic departments. Creating these connections is intended to raise awareness of the existence of EOP, and EOP's mission across campus with an emphasis on EOP's tutoring services -- this is especially critical in the Sciences. With 129 new students enrolled during the 2018/19 academic year, with a total of 603 students overall, the Committee continues to seek relationships both on and off campus that can support, mentor and advocate for these students.

Respectfully submitted,

Denise Yull & Nancy Abashian, Committee Co-Chairs

Committee members

Nicole Rouhana

Lisa Tessman

Joshua Price

Dominic Davy

Ayesha Arthur

Laquan Garvey

Hadja Diallo

Krista Medionte-Phillips

Celia Klin

Karima Legette

Nicole Sirju Johnson

Theresa Figuerado-Malay

Sara Wozniak

EOP Director's Report
Submitted by Karima Legette, Interim Director, EOP

I have been effectively managing multiple priorities, answering to the university as well as to the SUNY Office of Opportunity Programs. This is a delicate area to oversee as EOP straddles complex policies that sometimes differ from the university to the New York State Legislature.

Stepping into this position last August, I was able to guide and witness the program's accomplishments which were exciting and wide-ranging. There are a few stand-outs that I would like to highlight. In October 2018, I had the honor to host the astounding 50th EOP anniversary weekend at Binghamton, and drive thousands of dollars in donations to the EOP Book Endowment Fund, while reconnecting hundreds of alumni with the program and the institution.

The rising costs of accessing higher education leave EOP students with unmet financial need, averaging \$3,500 even after receiving maximum TAP funding, PELL grants and federal loans. Recognizing the unmet need of many EOP students and the resulting financial holds on their accounts,

I was able to advocate and secure financial support from the OOP to cover the outstanding balances for EOP students enrolled for the fall and spring semesters. While this was a one-time only allocation, the fight continues to ensure that our students have sufficient resources to persist and realize EOP's legacy of access, excellence and success.

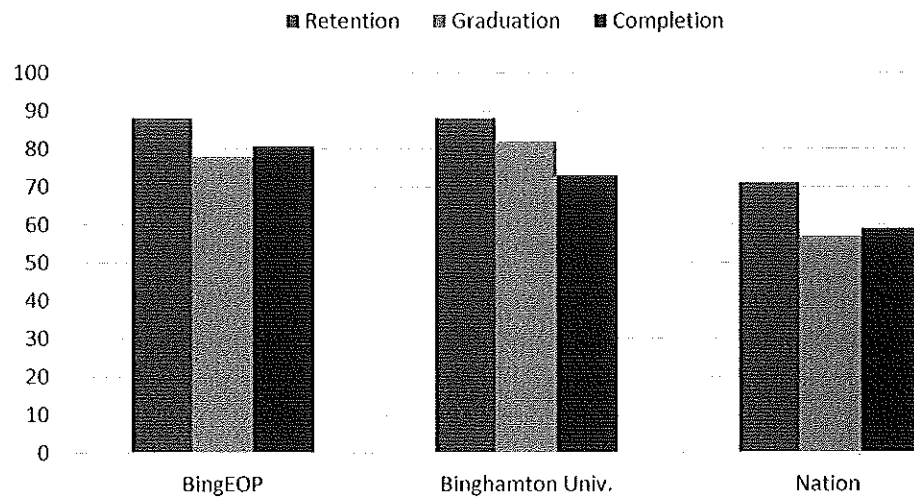
The restoration of EOP funding in New York state's 2019 Executive Budget was an exciting move to witness. Due to the weather, the date was rescheduled and Binghamton was unable to attend due to conflicts in the schedule.

The growing population of EOP students that are also wards of the court or in foster care resulted in a challenge administering the NYS Foster Youth College Success Initiative (FYCSI) dollars last spring. I was able to negotiate the removal of the budget restrictions that limited the financial aid that Foster Youth EOP students in-care could receive. By making a strong case for the support, along with the permission of the FYCSI Coordinator at OOP, our Financial Aid Services office is now able to fully package EOP Foster Youth with this funding.

On Saturday, March 2, EOP welcomed 115 members of its 2019 graduating class to the EOP Senior Recognition Ceremony and Awards Brunch held in the Mandela Room. The theme for the brunch, "I am, I can, I will!" was aligned with the official establishment of the Educational Opportunity Program, welcomed by the State University of New York 51 years ago.

Over the last year, I have also championed the EOP professional staff, who are experiencing larger volumes of student traffic and demands. They are a dedicated, extremely hard working and diverse group. As we continue to grow together and further develop our team, I am excited and encouraged by their desire to serve the students of EOP to the best of their abilities. I look forward to securing one additional EOP counselor this fall, and continuing to form our team.

PROGRESSION DATA 2018-2019



AT A GLANCE

- EOP lost the lead EOP admissions counselor and was informed that this position will not likely be filled by the next application cycle. EOP will continue to review and select candidates for admission to ensure that the cohort conforms to the financial standards set by SUNY, and the academic standards set by EOP.
- EOP Counselors are heading into 2019-2020 paperless! EOP student folders as well as counseling and tutoring logs are no longer completed in paper format, saving myriads of hours documenting contact with students. Our new system is running efficiently, however, we are considering alternative software that aligns with our concern for our students' privacy.
- EOP will continue to work closely with the Watson School of Engineering and the School of Management to select students for the Ernst and Young (EY) EOP Diversity Scholarship. Five EOP students from both schools, were the recipients this year. The scholarship offers \$5,000 - 7,000 each, plus a Book and Meal Award of \$1,000.
- EOP will be refining the Freshman Research Immersion selection process with Dr. Megan Fegley to ensure that EOP who are selected get placed into their first choice research track, so as not to demotivate and discourage their continued participation.
- EOP Guidelines specify that tutoring provided by our department must be used for "the exclusive benefit of Educational Opportunity Program students." However, without proper access to the EOP/SSS Tutorial Center, our programs suffer from the greater student body using our space, materials and computers. EOP is looking to have door access upgrade for the EOP/SSS Tutorial Center, similar to the new SSD Study Room down the hall. This will ensure the safety and adherence to EOP Guidelines.
- EOP is piloting it's Academic Coaching program in 2019. Academic Coaches are Binghamton University students who will focus on providing learners with successful study habits, skills and learning strategies.

- Due to the low IUT acceptance rate to the Decker School of Nursing, EOP will institute an IUT pre-nursing cohort of students who will have required study hours with our specific pre-nursing tutors for pre-requisite courses in the EOP Tutorial Center.
- EOP supported 15 students through the SUNY EOP Foster Youth College Success Initiative. While the program is still very young, the relationship between EOP SUNY System Administration and Binghamton was strong with great lines of communication as our university adjusted to the new process.
- EOP plans to request a hiring exception to search for an EOP Secretary. The EOP team has been graciously stepping in to support as necessary. The assistance in the office is greatly needed.
- EOP collaborated with SSS to host “A Long Night Against Procrastination” in the Tutorial Center, just prior to finals. This event was the most successful of the academic development workshops offered this year, with over 70 students in attendance, and 36 cell phones checked-in by students to limit mobile distractions. The student response to the structure of the event was most noteworthy. We are planning to offer this event during midterms and finals during 2019-2020.

BEP 2018

The Binghamton Enrichment Program (BEP) is a highly structured and disciplined academic preparation summer program that focuses on developing academic excellence, cultural awareness, and social responsibility necessary for college success. The mission of BEP is to prepare pre-freshmen EOP students at Binghamton University for the academic rigors and social challenges of college life so that they can successfully transition to the campus environment.

The objective is to build positive relationships with EOP staff, instructors, classmates and other University professional staff, and to enhance the confidence and self-determination of incoming students. Our goal is to equip each student with the tools and resources for them to be successful in an effort to significantly increase the likelihood of persistence to graduation and beyond.

BEP focuses on effective decision-making and the development of study skills conducive to academic success in a university setting. BEP will also serve to generate opportunities for students to acquaint themselves with a microcosm of college life as they develop critical thinking and problem solving skills. It will also encourage students to make conscious connections between the acquisition of multiple skills and their application to academic, social, and professional environments.

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EOP FRESHMEN

WELCOMED TO BEP 2018

EOP was under enrolled and failed to bring in the number of students that we intended to this year. Many students were unable/unwilling to incur the debt associated with attending Binghamton, and accepted offers from other colleges and universities.

Pre-Freshmen EOP Profile

Average High School GPA

87.8

Average SAT Math

522.05

Average SAT Reading

532.6

Average ACT Score

22

VIII. Testing and Evaluation Results of 2018

A. Data Collection

Each EOP student's file includes the pre and post-test exam in mathematics and their essay writing. In order to assign students to appropriate classes, in consultation with the EOP Staff, the Lead Writing and Math Instructors use a schema, which includes background data from the student's file, and survey information garnered from a questionnaire distributed at the Orientation and Family Meetings. These schemes became part of the students' Summer Program records.

All tutoring information was logged electronically in order to record hours of services received, and both professional counselors and peer counselors were able to monitor student study hour activities and locations of students, as well as note hours of counseling interaction.

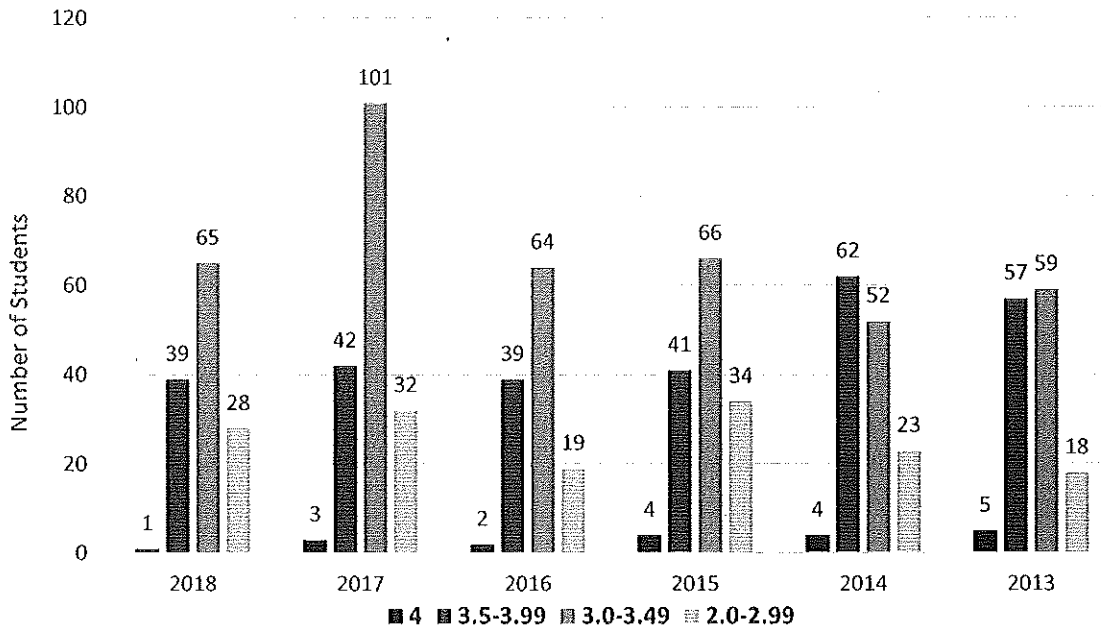
Finally, at the end of the program there were comprehensive evaluations filled out by instructors, students, peer counselors, tutors, and EOP professional staff on all components of the program. These evaluations, along with the records of the students' performance in classes and on the post-tests, served as the basis for writing the overall program evaluation and constructive criticism for future program planning. The EOP student survey was conducted online using Google Forms and allowed our department to measure the academic and social outcomes of the summer program. The student survey sought to measure academic preparedness, university connectedness and student satisfaction. The much larger portion of the survey evaluated successes, which were measured using raw scores and grades of the students that summer. This measurable data allowed us to better understand what we accomplished during the summer program and how those accomplishments influenced the continued success of our students.

B. Testing Results from Summer Program 2018

Overall Summer Success:

Last year was interesting for our EOP Summer Program. With enrollment numbers down across the state, Binghamton felt this trend as well. When reviewing our summer history and comparing the academic performance of our students, we are confident that the intense setting that we provide in the summer program is great preparation for the rigors of the academic year that will follow. When we look closer, we are able to identify a few areas that we are asking for funding to provide greater support to our incoming class by increasing the number of tutors and study hall facilitators this year.

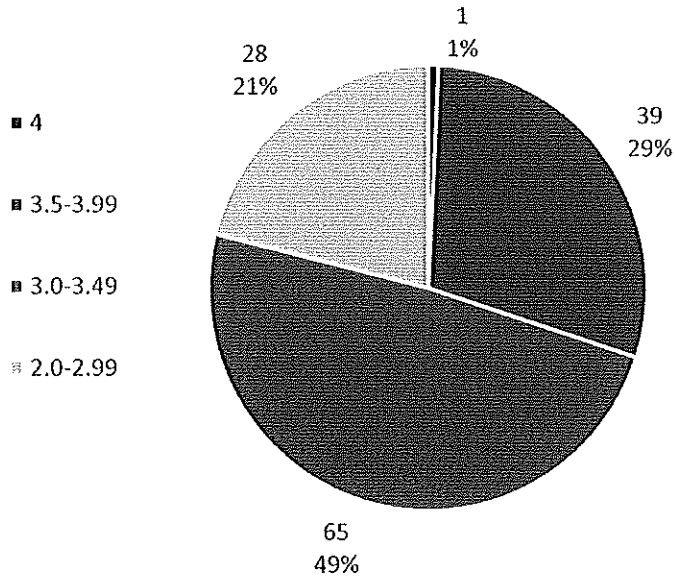
Summer Program Overall GPA Comparisons BEP 2013 - 2018



During the summer of 2018, one hundred and thirty-three (133) students participated in the Binghamton Enrichment Program. All but two students completed the summer program¹. Taking a look at the chart above, the overall GPA comparisons show the consistency of the success of our students. Once again in 2018, the majority of summer program students earned a grade point average of 3.0 – 3.49, with the total average grade of all students at 3.23. At quick glance at the chart above, even with the 2017 outlier (178 students) EOP students continue to demonstrate productivity and achievement. However, since 2015 you can see the distribution of summer overall GPAs switch and remain pretty consistent, whereas prior to 2015 the number of students performing at the 3.5-3.99 GPA range were much higher.

¹ One student decided that Binghamton was not a great fit, while another had to leave the summer program due to health related concerns. This student returned in the fall semester.

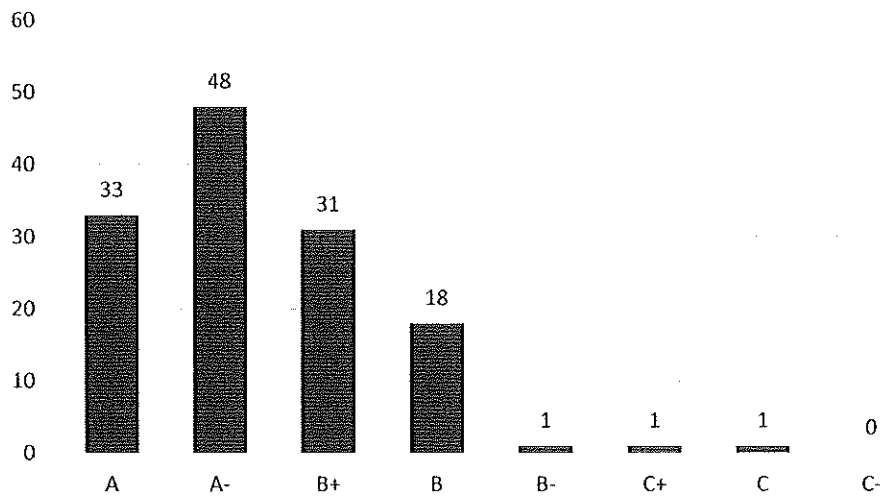
BEP 2018 Overall GPA Percentages



A closer look into these numbers for 2018 shows that 29 % (39 students) of the summer program students earned a GPA of 3.5 or higher. Seventy-nine percent of our students earned a B or above in 2018, compared to 82% in 2017. These trends paints one picture, but a look at the individual courses is much more telling. We will focus on each class below.

Writing Component Results:

2018 Writing 101 Final Grades



Writing at the university level is an area that students will be introduced to during the freshmen summer experience. Summer instructors were instructed to assign work to familiarize students with tenants of rhetoric, rhetorical analysis, and a working understanding/vocabulary of rhetorical concepts. The average overall grade point average for Writing 101 was 3.55. Ninety-seven percent of our students earned a B or higher in the Writing 101. There were 25% of those students completed the course with an A letter grade.

Math Component Testing Results:

At the beginning of the summer, 135 students completed a 20-question Math pre-test during our orientation. The exam was organized such that question difficulty increased from the beginning to the end of the exam. We find that the difficulty many students face is often associated with their use of calculators in high school courses. During the summer at Binghamton, students were not allowed to use calculators to take the pre and posttest exam because these testing conditions modeled after those found in most Binghamton University Math Department courses. After grading the overall pre-test exams, we could tell that Math was an area that many students would struggle with, 129 students scored less than 60/100.

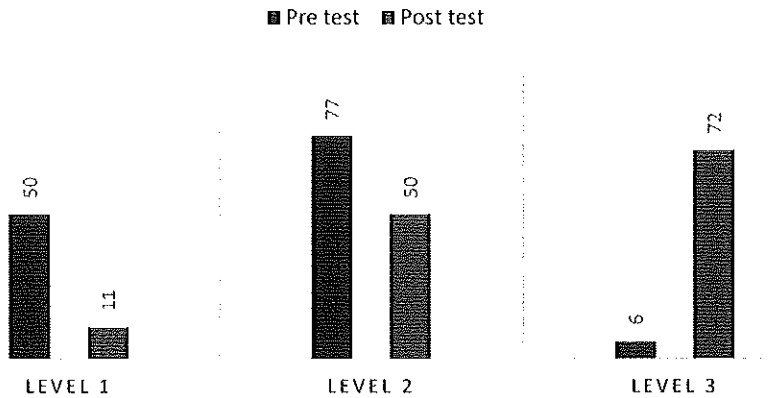
Students were divided into summer classes by levels based on their overall pre-test scores.

Number of students and pretest score ranges for each level

Score Range	Course Name	Pre test	Post test
0-34	Level 1	52	11
35-59	Level 2	77	50
60-100	Level 3	6	72

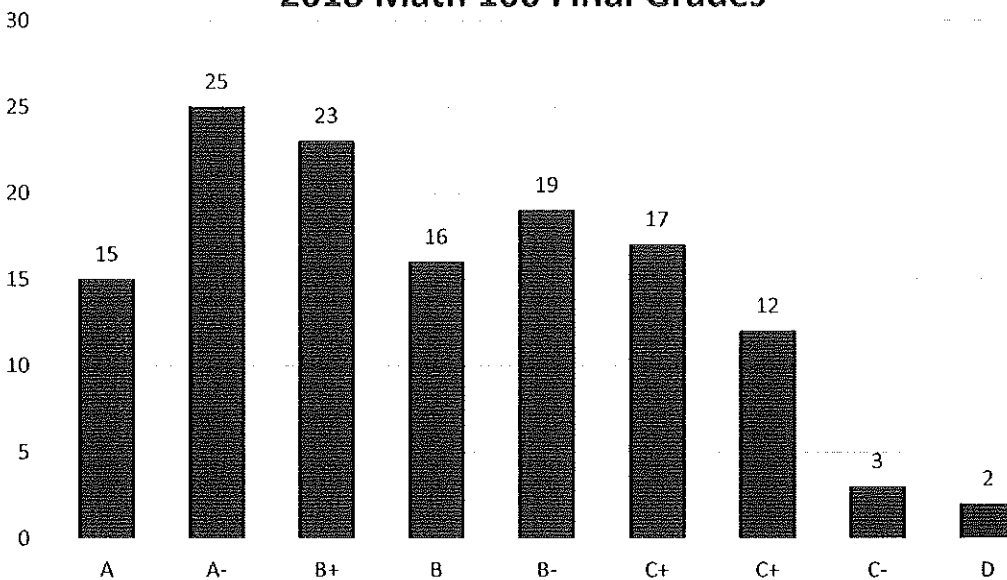
The three classes develop students for placement in fall courses, Math 106: College Algebra and Trigonometry; Math 107: Pre-Statistics; Math 108: Pre-Calculus; Math 147: Statistics, and Math 224/225: Calculus, and even a few in Math 226/227: Calculus 2. Successful completion of the summer Math course is essential to successful completion of fall Math classes.

PRE-TEST VS. POST TEST SCORES



By the conclusion of the EOP summer program, our students showed remarkable improvement and proved that they were ready to be challenged by math at Binghamton. The Level 3 scores were earned by only 6 students on the pre-test, however the post- test revealed that 72 students earned scores high enough to be considered in that level. On average our students showed a 19.9 point increase from the pre to the post test.

2018 Math 100 Final Grades

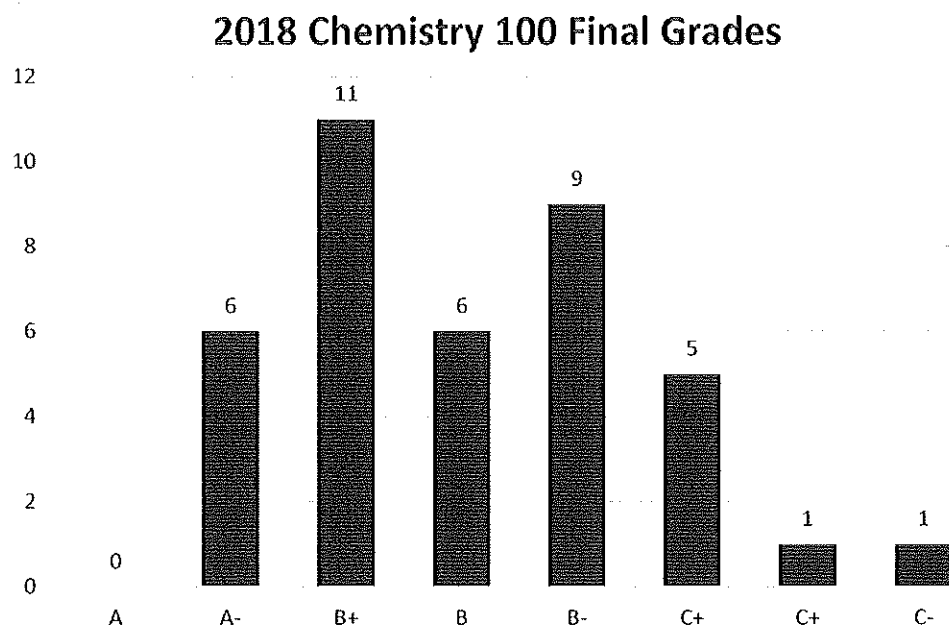


We know well that math is the class that challenges the majority of our summer program students the most. In 2018, the overall average all levels of Math was a 2.99 GPA. Fifty-nine

percent of all students had a final grade of B or higher in Mathematics 100, compared to 70% in 2017. This was a pretty significant shift further indicating the challenge that Math present for this cohort of students. Even with all of those challenges, there were fifteen students (11%) who earned an A in Math 100.

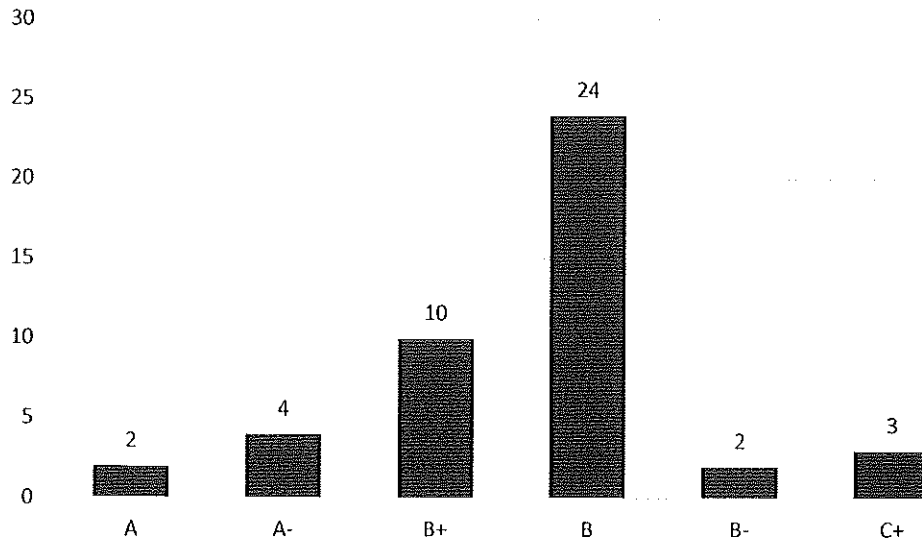
Geography, Human Development and Chemistry:

Last summer, our 4 credit bearing courses were crucial to the development of skills and intellectual discipline needed on college campuses, especially here at Binghamton. All three courses offered demanding, yet stimulating syllabi for our students to complete. Chemistry presented some foundational skill development for the students enrolled in that course.



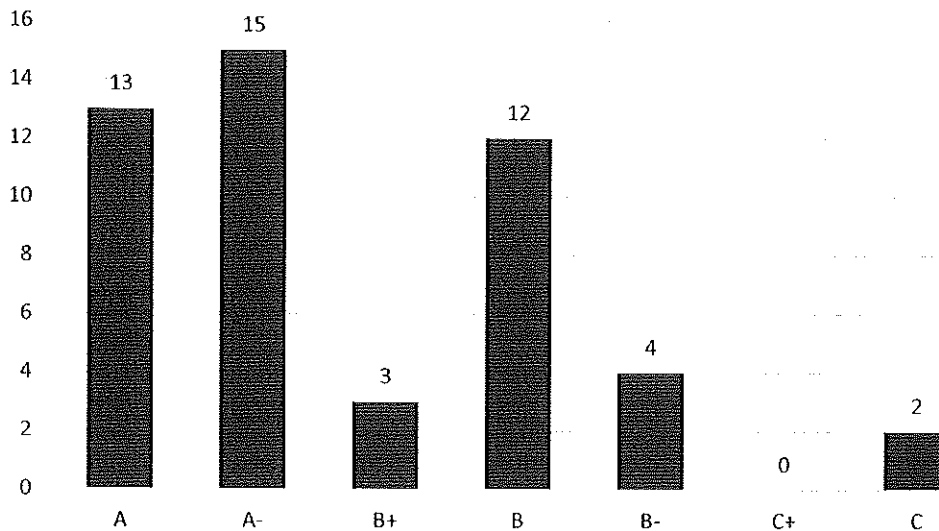
In comparison to the year prior, the average grade point average earned by students was 0.26 points less than they had in 2017. Still, the average grade received by students enrolled in Chemistry, was a 2.97 GPA.

2018 Human Development 107 Final Grades



In Human Development, students earned an average GPA of 3.11, just 0.12 points down from 2017. With the change in faculty, we feel that this comparison is not as compelling due to the adjustment of the curriculum and assignments. And lastly, students enrolled in Geography performed just above the students who took the class last, earning an average GPA of 3.15 at .04 increase from 2015.

2018 Geography 103 Final Grades

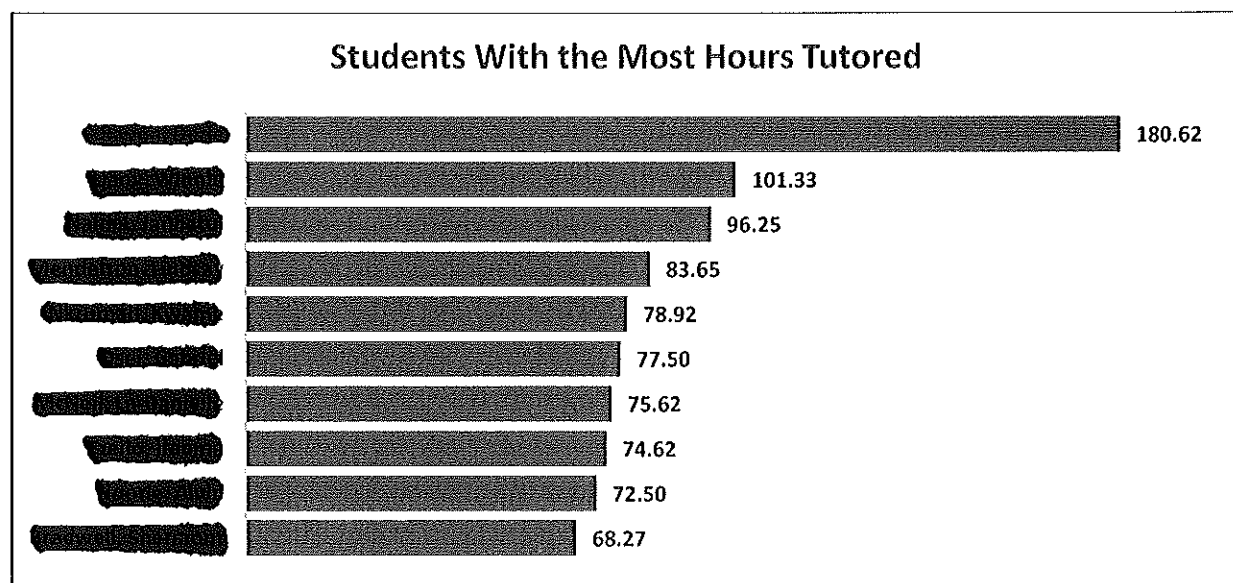


While the Binghamton University summer program remains rigorous and academically intense, EOP is proud of the access we are able to grant to students who truly want to work hard and earn

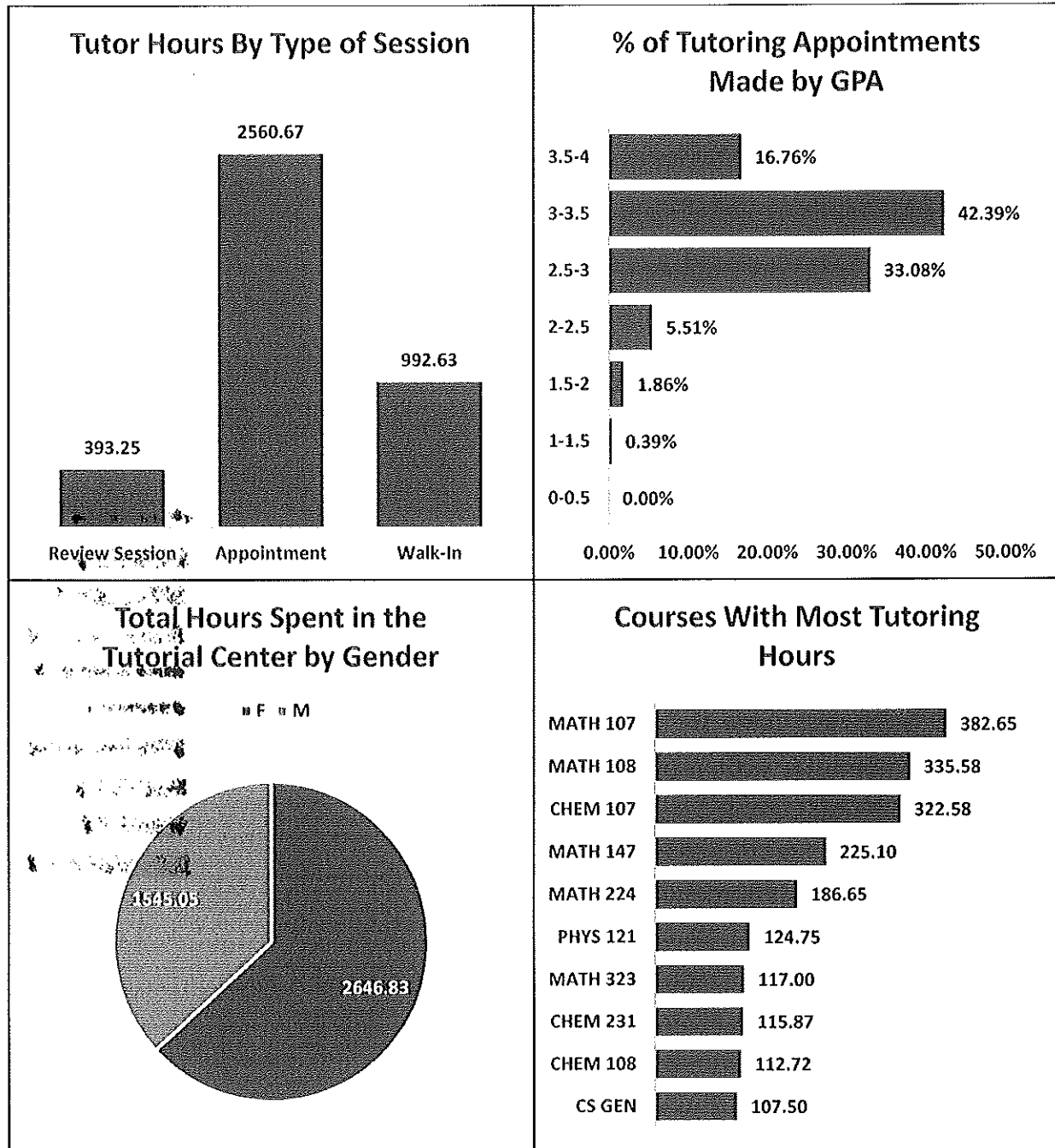
a college degree. Based on the success and challenges faced by students in 2018, we are working to ensure that we have adequate resources in summer 2019 to support our students.

Tutorial Center

Tutoring services are by far the most utilized academic resource provided by EOP. Throughout the year, approximately 36.67% of EOP students sat in on 3,166 tutor or review sessions for a total of 3,946.55 hours. The number of hours of tutoring varied per student, with some students receiving as little as 0.25 hours for the entire academic year and some students receiving over 100 hours for the entire academic year. Below is a chart noting the EOP students with the most hours of tutoring for the academic year.



EOP students receiving tutoring or going to review sessions can be broken down in other ways as well. This includes the number of students receiving tutoring either through private, one-on-one appointments, review sessions, or drop-in tutoring sessions. This also includes looking at what type of students are going to tutoring or review sessions based on grade point average (GPA) and gender. Please see the charts below.



In addition to tutorial services, EOP also provides academic workshops. Throughout the academic year, EOP has partnered with various departments on campus such as Student Support Services (SSS), the Fleishman Career Center, as well as International Education, to host 12 different academic workshops.

This fall, first-year students will be assigned an academic coach and will meet with them five times throughout their first semester. Academic coaches are continuing EOP students themselves, who are more advanced in their coursework, have exhibited previous academic

success and have gone through intensive training. The academic coaches will work with students in a number of areas, including goal setting, time and procrastination management, test preparation, study strategies, nutrition and wellness, note-taking skills, and reading strategies.

Academic coaches are trained to incorporate scientifically-proven strategies of learning, such as retrieval practice and spaced repetition, in order to efficiently maximize the student's learning process. Academic coaches are also trained to be campus liaisons who will guide students to the academic and non-academic resources they need to be successful during their first year. This program is meant to build on what EOP has already done in assisting their students in the transition to college, while also promoting proven strategies of success.

CORE SERVICES - Strategic Plan

Modest Financial Aid – **SP 3, 5**

Academic and Personal Counseling – **SP 1, 2, 3**

Pre-Freshmen Summer Program – **SP 1, 3, 4, 5**

Tutoring and Academic Coaching – **SP 1, 2, 3, 5**

Foster Youth College Success Initiative – **SP 3, 4**

Faculty Senate Educational Policies and Priorities Committee
Annual Report 2018-2019

The EPPC met eight times during the 2018/2019 academic year to consider curricular and policy matters.

Here is a summary of the policy matters considered by the EPPC and their resolution:

Issue	Discussion	Resolution
Communication with departments regarding graduate level curriculum proposals	There is no formal process at the graduate level for signoffs when curriculum proposals affect more than one department.	The EPPC sent a draft of a sign off procedure policy to the Graduate School in Fall 2017. There has been no formal response.
Proposals taking too much time to go through the system	The Faculty Senate has been very responsive to this concern, often reviewing proposals at the same time they go to the Graduate Council to expedite approvals.	Difficulty in preparing proposals for review and getting SUNY SED approval remains a serious concern.
New policy for approval of dual degree programs	Many “dual degree” (combining undergraduate and masters degrees) no longer require approval at the SUNY/State Ed level, so a policy for local approval of these programs was passed by the Graduate Council.	Problems have arisen with the new internal approval process with proposals that do not accurately represent the undergraduate portion of 4+1 programs. Discussions are continuing.
Review of micro-credential programs	SUNY has indicated that many micro-credential programs need only internal approval. Micro-credentials range from non-credit bearing certificates for completion of training programs, to stackable credentials that could carry academic credit, to certificates consisting of several credit bearing courses – which could be part of a degree and/or available to non-degree students.	We need to develop procedures that are not burdensome, but guarantee that quality and other faculty concerns are properly addressed.

Closing the loop	There does not seem to be a systematic process for returning information about the status and fate of approved proposals back to the faculty senate. We hear informally about Letters of Intent and Program Proposals not having been sent to SUNY after all, and hear only anecdotally about status and success of approved programs. A systematic review of what has happened to approved proposals should be part of the curriculum process.	Discussion of this issue is expected to continue in Fall 2019.
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Here is a summary of the policies for faculty review of curriculum passed by the faculty senate in 2012 which are used by the EPPC and FSEC to guide their review of curriculum proposals:

Action	Item
No notification	Routine changes to existing majors, minors, certificates and degree programs that do not require SED approval
Notify EPPC FSEC and/or EPPC may undertake additional review if changes go beyond "routine"	Routine changes to existing majors, minors, certificates and degree programs require SED approval
Notify FSEC and EPPC FSEC and/or EPPC may undertake additional review	Combined degree programs (3-2, 4-1), Dual degree programs, new minors and local certificate programs (tracks)
EPPC acts as a curriculum committee	All proposals for certificates, majors, minors, or other programs that are not reviewed at the college or school level
Full faculty senate review process (starts with EPPC)	New degree programs, suspension or elimination of degree programs, new majors, new certificate-for-licensure programs

The following curricular matters were reviewed in 2018/2019:

The EPPC and FSEC were not notified of any Letters of Intent for new programs.

Routine changes requiring SED approval:	EPPC	FSEC
Revisions to the MA in English	Discussed	Reviewed
TESOL Advanced Certificate extension	Discussed	Reviewed
Childhood/Early childhood, ESOL new track	Discussed	Reviewed
Revisions to Environmental Science BS	Discussed	Reviewed
Revisions to Environmental Studies BA	Discussed	Reviewed
Revisions to PhD in Political Science	Discussed	Reviewed
Revisions to Masters in Business Administration	Discussed	Reviewed
Revisions to Executive MBA	Discussed	Reviewed
Revisions to PPL	Discussed	Reviewed
Revisions to Masters in Public Administration	Discussed	Reviewed
Revision to Masters in Student Affairs Administration	Discussed	Reviewed
Revision to Material Science and Engineering BS Chemistry/MS Material Science	Discussed	Reviewed
Revision to Material Science and Engineering BS Physics/MS Material Science	Discussed	Reviewed
Revision to Music BA	Discussed	Reviewed

Revisions to BA-MAT Math/Math Adolescence Education	Discussed	Reviewed
Revisions to BA-MAT French/French Adolescence Education	Discussed	Reviewed
Revisions to BA-MAT Spanish/Spanish Adolescence Education	Discussed	Reviewed
Revisions to MA in Anthropology	Discussed	Reviewed
Revisions to MA in Public Archaeology	Discussed	Reviewed

Expansions of existing programs into the distance education format	EPPC	FSEC
BS to DNP Adult/Gerontological Nurse Practitioner	Discussed	Reviewed
BS to DNP Community Health Primary Care Nurse Practitioner	Discussed	Reviewed
BS to DNP Family Nurse Practitioner	Discussed	Reviewed
BS to DNP Family Psychiatric Mental Health Nurse Practitioner	Discussed	Reviewed
Family Nurse Practitioner Advanced Certificate	Discussed	Reviewed
Adult/Gerontological Nurse Practitioner Advanced Certificate	Discussed	Reviewed
Community Health Primary Care Nurse Practitioner Advanced Certificate	Discussed	Reviewed

Combined, dual degree, new tracks	EPPC	FSEC
Human Development BS/Human Rights MS	Discussed	Reviewed
Math BA / Statistics MS	Discussed	Discussed
Math BS / Statistics MS	Discussed	Reviewed
Math BA / ECE MS	Discussed	Reviewed
Chemistry BA and BS/ MA and MS	Discussed	Reviewed
English BA / MA	Discussed	Reviewed
MAPA / Sustainable Communities	Discussed	Reviewed
MS Student Affairs Administration / MSW	Discussed	Reviewed
Environmental Studies BA and BS / Sustainable Communities MA and MS	Discussed	Reviewed
Geological Science BS / MS	Discussed	Reviewed
PPL / Sustainable Communities MA and MS	Discussed	Reviewed
Environmental BS and BS / Systems Science MS	Discussed	Reviewed
Integrative Neuroscience and Biomedical Anthropology	Discussed	Reviewed

New Schools, degrees, majors, deactivations, reactivations	EPPC	FSEC	Faculty Senate
College of Nursing and Health Sciences	Discussed	Discussed	Approved 5/7/19
RN to BS online	Discussed	Discussed	Approved 12/4/18

Deactivations/Discontinuances: Computer Science 3 + 2 Human Development BA Teaching American History certificate Human Development BA/Business Administration Human Development BS/ Business Administration Social Science MA American Studies BA American Studies BA/MBA English and Rhetoric BA English and Rhetoric BA/MBA Biology BA/MAT Chemistry BA/MAT Geological Science BA/MAT Geological Science BS/MAT Physics BA/MAT Childhood Education 1-6 MSEd Social Work in Health Care Advanced Certificate	Discussed	Discussed	Approved 10/23/18
Deactivations/Discontinuances: Fast Track MBA (NYC)	Discussed	Discussed	Approved 2/26/19
Deactivations/Discontinuances: Applied Liberal Studies Biology BA/MA combined degree Reading Language Arts certificate Acupuncture for Physicians and Dentists certificate	Discussed	Discussed	Approved 5/7/19

Respectfully submitted,

Sara Reiter, Committee Chair

Committee members

Sara Reiter, chair
Alvin Vos
Matthew Wolf-Meyer
Xingye Qiao
Barbara Wolfe

Patrick Madden
Sarah Maximiek
Donald Nieman
Aondover Tarhule
Donald Loewen

Faculty Senate Library Committee (FSLC) 2018-2019 Annual Report

The FSLC met twice. Topics discussed include: (1) library budget cuts, (2) "Findit" search engine implementation, (3) library renovations, (4) space deficiencies, (5) library renovations, and (6) contract renewal for Elsevier Science Direct. Details of each meeting are described in the appended minutes. Note the second meeting's minutes are marked 'draft' because the committee has yet to approve them.

Respectfully Submitted

Solomon W. Polachek, Committee Chair

Committee Members

Rosa Darling, School of Nursing

Stephanie Hess, Libraries

Nicholas Kaldis, Asian and Asian American Studies

Curtis L Kendrick, Provost's Ex-officio Appointee, Dean of the Libraries

Adam Laats, Education (CCPA)

Brien Maney, Harpur Student

Solomon W Polachek, Economics

Joshua Reno, Anthropology

Matthew R Rodriguez, Graduate Student,

Abigail Stark, Harpur Student

John Starks, President Ex-officio Member

Jennifer Stoeber, English

Minutes of Faculty Senate Library Standing Committee (October 16, 2018)

Present: Jennifer Stoever, Adam Laats, Stephanie Hess, Curtis Kendrick, Brien Maney, Solomon Polachek, Mathew Rodriguez, and John Starks

The meeting was called to order at 3 PM.

1. Introductions

The committee welcomed new members Brien Maney who represents the undergraduate student body and John Starks who is a member ex-officio representing President Stenger's office.

2. Approval of Minutes of Spring 2018 meeting

The April 12, 2018 minutes were amended to delete the phrase "into the classroom" in item (3) and the dollar amount in item 6.

3. Announcements

The Libraries hired Blythe E. Roveland-Brenton, Ph.D. to be Head of Special Collection, Jennifer Embree to be Subject Librarian in Biology and Psychology, Megan Benson to be the Instructional Outreach Librarian, and Laura Haynes to be the Catalog and Metadata Management Librarian.

4. Libraries Budget & Collection Cuts

The library faces a 4% cut to its budget. As a response, the library is will reduce its periodical collection based both on the per usage costs of each journal as well as an across the board percentage budget-based cut for each department. At this point the Libraries put together a list of anticipated journal cuts. Because research nowadays is often interdisciplinary the list has been widely circulated and the Library is in the process of holding open meetings to garner faculty and student input.

Some efforts are being made to further economize. One ongoing effort is to pool resources via joint purchases across the campuses. An ongoing committee meets once a month to pursue this approach. Another suggestion considered entails granting cross-campus faculty affiliations to enable faculty of one University Center to use library resources of another. This approach has been hampered by computer compatibility and other coordination issues.

The Library believes it can (barely) manage this year's cut, but any potential further cuts would very seriously downgrade the Library's capability to service students and faculty and it would have detrimental effects on the Library's reputation as a research library.

5. "Findit!" Implementation

The Library has instituted a new "Find It" single-search one-stop search engine. At this time the old search engine enabling readers to search specific catalogues is still available so that readers now still have two options. At one point the "Find It" system will become the default. The Committee's consensus was to make the changeover in January rather than in the Summer since faculty and students have more issues to deal with upon their return from summer vacation than from Winter recess.

6. Open Access Policy (see accompanying material)

SUNY Central will require each campus to have an open access policy by this March. Dean Kendrick spearheaded a committee to draft a document for the campus. This document, which has to be approved by the Faculty Senate, was circulated and discussed. Essentially the document states that faculty are encouraged to place their scholarly research and creative works in the Library's Open Repository @ Binghamton (ORB) to the extent permitted by publishers and copyright laws. Sharing items gives faculty and students greater visibility because their research and creative output will become available worldwide.

7. Update on Library Renovations

The Library's 2nd and 3rd floors will be renovated mainly for asbestos removal beginning January 2021. This will place tremendous pressure on the library to move over 500,000 volumes now on the 3rd floor and on students who already have difficulty finding study space. The committee strongly recommended the university administration consider opening up the basement floor for library expansion.

8. Faculty Research Room (Bartle 4642)

The Libraries created a Faculty Research Room limited to two faculty members at any given time on the fourth floor of Bartle Library. The space is intended to provide a convenient, quiet, semi-private space for faculty to conduct research. This room can be accessed by requesting a key at the Bartle Library Reader Services Desk. Keys must be returned prior to midnight on the day key is loaned.

9. Other

(1) Blue-ray Video Conversion

The Libraries were not made aware that classroom videos have been converted to Blue-ray. This conversion again put a strain on the library's budget since it had just bought DVD videos not knowing Blue-ray would have been preferable.

(2) Kanopy Film Streaming

Kanopy video streaming had to be shut down because the company providing the service failed to bill for an un-forecasted high student demand. Financial arrangements are being worked out with the Kanopy film streaming company. New films from Kanopy are now considered only on a case-by-case bases.

(3) Academic Videos Online

The Libraries is running a film streaming trial with AVON (Academic Videos Online). Faculty should let their subject librarian know if they need a film which could be obtained from AVON.

The meeting adjourned at 4:15 PM.

Draft of Minutes of Faculty Senate Library Standing Committee (April 4, 2019)

Present: Rosa Darling, Curtis Kendrick, Adam Laats, Solomon Polachek, Joshua Reno, and Mathew Rodriguez

The meeting was called to order at 2 PM.

1. Chair's Welcome and Remarks

Sol Polachek welcomed all participants and in the process thanked Dean Kendrick for putting together an agenda and very informative backup materials.

2. Approval of Minutes of October 2018 meeting

The minutes of the October 2018 meeting was approved unanimously.

3. Open Access Policy

The Open Access Policy was approved by the Faculty Senate. Now the Libraries need to get the word out because disseminating scholarship and creative work on the Libraries' Open Repository @ Binghamton (ORB) benefits faculty as well as the university since doing so offers wide visibility. The committee made two suggestions to encourage faculty use: (1) induce departments to invite library staff to a department meeting in order to explain ORB and its benefits; and (2) periodically announce ORB on Dateline with a link to the document explaining how ORB submissions work.

4. Bartle Renovation Project/Offsite Shelving (attachment)

The Library surveyed faculty and students regarding space preferences. As might have been expected, faculty prefer devoting more space to books whereas students prefer allocating more space to student study areas. Both students and faculty acknowledge that some very small amounts of space possibly should be devoted to an assistive technology lab, a digital scholarship center, and a learning studio. (See Appendix A)

Once renovations get underway the third floor will need to be emptied completely. Given the potential health hazards of asbestos removal, no one will be allowed on the floor. Before initiating the renovations approximately 800,000 books will have to be moved. Currently the University is exploring potential off-campus options for relocating these volumes.

The committee believes that moving such a large volume of books off-campus would be costly and disruptive. For this reason the committee strongly believes the university should consider on-campus and long-term solutions. The library is already overcrowded and is in need of additional space. This is especially true given current and future

increasing enrollments. The committee thinks it best for the library to expand into the basement area which can hold a large volume of books given that there are no weight per square foot constraints that apply on that level. It seems that current occupants in the basement area could relatively easily be moved to the newly renovated former dormitories on the East side of campus. That way the library could expand without hampering research as much as moving 800,000 volumes off campus would have on research. Further, utilizing the basement level seems like a reasonable long-term strategy since the library will have to expand anyway given current overcrowded conditions. For these reasons, the committee directed Dean Kendrick to speak to the Provost about using the third floor renovation as an impetus to think more long-term (and hence more economically) about linking the asbestos removal to the library's necessary expansion.

Obviously some decisions will need to be made over the summer when faculty and students cannot be consulted easily while off campus. To get quick faculty and student input the committee volunteered to remain active at least via e-mail so that we could be consulted should any decisions need be made that would affect faculty and students. We will consult the chair of the faculty Senate executive committee (Barry Jones) to so inform him. We will also ask him if he would like additional Faculty Senate Executive Committee (FSEC) input into the renovation process.

5. ScienceDirect (Elsevier)

Currently there is a SUNY-wide Elsevier license for ScienceDirect under negotiation as the contract runs out on December 31, 2019. Dean Kendrick leads the negotiation team. By some measures SUNY is paying more than CUNY for the same product, so there is room to re-contract a better price. The committee noted that Elsevier consistently charges extraordinarily high prices and for this reason the University of California system pulled out of negotiations and stopped subscribing to ScienceDirect. The committee suggested that the negotiators consider working with UC to negotiate simultaneously a better deal for both systems, possibly including CUNY, as well.

6. Books of Hours

The Books of Hours are colorfully illuminated manuscripts dating back to the Middle Ages. Because of efforts of William Voelke (Harpur '61), curator emeritus of the Morgan Library in New York City, and the generosity of the B. H. Breslauer Foundation, the Library was able to acquire two such 15th-century illuminated manuscripts for the Bartle Library's Special Collections. These acquisitions are valuable both for teaching in the Medieval and Renaissance Studies (CEMERS) program as well as for helping establish our library as a major research center.

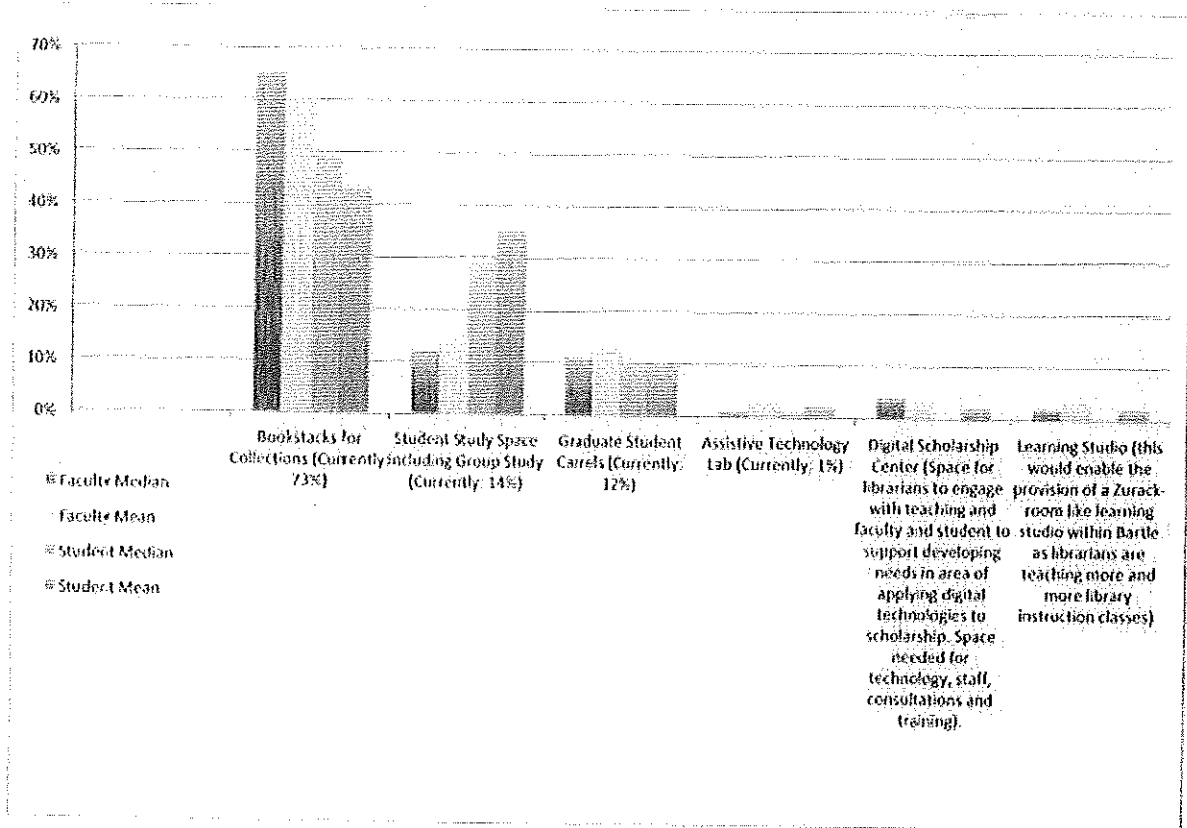
7. Budget for FY2019-2020

Again, the Library anticipates a budget cut. Hopefully it will be a very small cut otherwise it will be difficult for the library to maintain the high standards of acquisitions and services necessary to remain a research level university.

The meeting adjourned at 2:05 PM.

Appendix A: Space Allocation Survey

Recommended Space Allocations for Bartle Third Floor



Faculty Senate Professional Standards Committee
Annual Report 2018-2019

The Professional Standards Committee had one case during the fall semester that continues into the spring semester.

The case in both fall 2018 and spring 2019 dealt with acrimonious relationship between two individual within a department.

The Professional Standards Committee met three times regarding the resolution of the case.

Respectfully submitted,

Gale Spencer, Committee Chair

Committee members

Robert Guay

Hoe Kyeung Kim

Sarah Maximiek

Melissa Zinkin

Faculty Senate University Undergraduate Curriculum Committee Annual Report 2018-2019

During the 2018-2019 academic year, the UUCC continued its routine work approving university-wide courses, certifying courses that meet Binghamton University General Education requirements, and deciding on student petitions related to General Education requirements. Additional committee activities included:

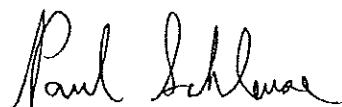
- Assessing General Education categories via a survey developed over the last year. Survey data were collected in the areas of Composition (C), Foreign Language (FL), and Laboratory Science (L).
- Compiling Assessment Reports for the categories Pluralism in the U. S. (P) and Oral Communication (O). An assessment of the Critical Thinking category was delegated to OIR, as this category is distributed across the curriculum, rather than being associated with discrete courses.
- Responding to the Green Paper on General Education Revision issued by the SUNY Working Group on General Education on March 11, 2019.
- Discussion of emerging concerns regarding General Education as the core of a Binghamton University degree program.

The concerns referred to include the perception that many students and advising staff seem to regard GenEd requirements as an inconvenient distraction from the major, and that some faculty and departments try to meet the minimum requirements for GenEd designations mainly in order to market classes to students (especially in the lucrative Winter and Summer terms). In coming years, as SUNY revises its General Education program and Binghamton cements its place as the premiere campus in the system, it will be vital to articulate the distinct role of General Education as a prestigious central part of a Binghamton University education.

Another continuing challenge for the committee has been maintaining a complete roster: the required seat from Harpur Social Sciences remained vacant this year. This vacancy is especially unfortunate, since course applications in some of the most complex (and frequently declined) categories—Global Interdependencies (G), Pluralism in the United States (P), and Social Science (N)—often come from departments in this area.

Attached, is this year's report on university-wide courses under the rubrics: UNIV, SCHL, ELI, OUT, and CDCI.

Respectfully submitted,



Paul Schleuse; Chair, Harpur Arts & Humanities (Music)

Committee Members (voting):

Alexander Borisov, Harpur Science & Math (Mathematics)
Matt Evans, Graduate Student
Max Hisiger, Undergraduate
Les Lander, Watson (Computer Science)
Sarah Maximick, Libraries
Mary Muscari, Decker School of Nursing
Sara Reiter, School of Management
Oscar Gil-Garcia, CCPA (Human Development)
VACANT: Harpur Social Science

Committee members (non-voting):

Liz Abate, Provost's Office
Lisa Hrehor, Health and Wellness Studies
Michelle Jones, Harpur College Deans Office
Don Loewen, Provost's Office (German/Russian Studies)
John Starks, President's Office (CNES)

Report on University-Wide (UNIV) Course Offerings – 2018-2019 Academic Year

Attached please find a complete listing of all courses offered during the 2018-2019 academic year under the following rubrics:

- Binghamton Scholars Program – SCHL
- Career Development Center Internships – CDCI
- English Language Institute – ELI
- Outdoor Pursuits - OUT
- University-Wide courses – UNIV

Working with John Starks, the director of the Office of University-Wide Programs, the UUCB approved the following new UNIV courses:

- UNIV 280A, Introduction to Experimental Research, new permanent course effective Fall 2018

Term	Subject	Course Number	Title	Instructor First Name	Instructor Last Name
Fall 2018	CDCI	385	Prof Internship Pgm Oral Comm	Cassandra	Spencer
Fall 2018	CDCI	385	Prof Internship Pgm Oral Comm	Erica	Kryst
Fall 2018	CDCI	385	Prof Internship Pgm Oral Comm	Tanyah	Barnes
Fall 2018	CDCI	385	Prof Internship Pgm Oral Comm	Alexis	Avery
Fall 2018	CDCI	385	Prof Internship Pgm Oral Comm	Brandy	Smith
Fall 2018	CDCI	385	Prof Internship Pgm Oral Comm	Veronica	Ogeen
Fall 2018	CDCI	385	Prof Internship Pgm Oral Comm	Veronica	Ogeen
Fall 2018	CDCI	385	Prof Internship Pgm Oral Comm	Catherine	Ryan
Fall 2018	CDCI	385	Prof Internship Pgm Oral Comm	Kimberly	Peabody
Fall 2018	CDCI	395	Professional Internship Pgm	Tonya	Rivera
Fall 2018	CDCI	395	Professional Internship Pgm	Erin	Moore
Fall 2018	CDCI	395	Professional Internship Pgm	Angelica	Dellapenna
Fall 2018	CDCI	395	Professional Internship Pgm	Sara	Hall
Fall 2018	CDCI	395	Professional Internship Pgm	Dara	Raboypicciano
Fall 2018	CDCI	395	Professional Internship Pgm	Alison	Twang
Fall 2018	CDCI	395	Professional Internship Pgm	Dara	Raboypicciano
Fall 2018	CDCI	395	Professional Internship Pgm	Kelly	Clark
Fall 2018	CDCI	395	Professional Internship Pgm	Erin	Moore
Fall 2018	CDCI	395	Professional Internship Pgm	Elizabeth	Staff
Fall 2018	CDCI	395	Professional Internship Pgm	Tyler	Lenga
Fall 2018	CDCI	395	Professional Internship Pgm	Kevin	Strahley
Fall 2018	CDCI	395	Professional Internship Pgm	Marissa	Zelman
Fall 2018	CDCI	395	Professional Internship Pgm	Ryan	Roosa
Fall 2018	CDCI	395	Professional Internship Pgm	Joanna	Cardona
Fall 2018	CDCI	395	Professional Internship Pgm	Kristie	Bowers
Fall 2018	CDCI	395	Professional Internship Pgm	Courtney	Benjamin
Fall 2018	CDCI	395	Professional Internship Pgm	Joshua	Perry
Fall 2018	CDCI	395	Professional Internship Pgm	Kelli	Smith
Fall 2018	CDCI	395	Professional Internship Pgm	Jennifer	Keegin
Fall 2018	CDCI	496	Johnson City Mentor Program	Joanna	Cardona
Fall 2018	CDCI	496	Johnson City Mentor Program	Ellen	Youssif
Fall 2018	CDCI	496	Johnson City Mentor Program	Andrew	Blaine
Fall 2018	CDCI	496	Johnson City Mentor Program	Donna	Geetter
Fall 2018	ELI	115	Academic Achievement Skills	Jennifer	Brondell
Fall 2018	ELI	120	Intermediate Read Write Vocab	Pedro	Vasquez Jimenez
Fall 2018	ELI	120	Intermediate Read Write Vocab	Trena	Haffenden
Fall 2018	ELI	121	Intermediate Speak Listen Vocab	Trena	Haffenden
Fall 2018	ELI	121	Intermediate Speak Listen Vocab	Trena	Haffenden
Fall 2018	ELI	205	Adv Speaking & Listening Compre	Jennifer	Brondell
Fall 2018	ELI	205	Adv Speaking & Listening Compre	Kellie	Tompkins
Fall 2018	ELI	205	Adv Speaking & Listening Compre	Kellie	Tompkins
Fall 2018	ELI	210	Adv English As A Second Lang	Kellie	Tompkins
Fall 2018	ELI	210	Adv English As A Second Lang	Ann	Sorensen
Fall 2018	ELI	210	Adv English As A Second Lang	Ann	Sorensen
Fall 2018	ELI	210	Adv English As A Second Lang	Patricia	Alikakos
Fall 2018	ELI	210	Adv English As A Second Lang	Kellie	Tompkins
Fall 2018	ELI	211	Advanced Writing for ELL	Corrine	Spencer
Fall 2018	ELI	211	Advanced Writing for ELL	Corrine	Spencer
Fall 2018	ELI	212	Fundamentals Academic Writing	Corrine	Spencer
Fall 2018	ELI	214	Crit Analysis/Argument Speech	Patricia	Alikakos
Fall 2018	ELI	214	Crit Analysis/Argument Speech	Patricia	Alikakos
Fall 2018	ELI	215	Speaking Skills For Bilinguals	Linda	Sukarat

Fall 2018	ELI	215	Speaking Skills For Bilinguals	Patricia	Alikakos
Fall 2018	ELI	391	ELL Outreach and Persistence	Corrine	Spencer
Fall 2018	ELI	491	Practicum in College Teaching	Jennifer	Brondell
Fall 2018	ELI	492	Tutoring English Lang Learners	Corrine	Spencer
Fall 2018	ELI	497	Independent Study	Jennifer	Brondell
Fall 2018	ELI	715	Adv Speaking&Listening Compre	Jennifer	Brondell
Fall 2018	ELI	715	Adv Speaking&Listening Compre	Kellie	Tompkins
Fall 2018	ELI	725	Oral Comm.For Prof.Purposes	Linda	Sukarat
Fall 2018	OUT	121	Disc Golf	Troy	Widden
Fall 2018	OUT	130	English Horsemanship	Cailin	Elliott
Fall 2018	OUT	130	English Horsemanship	Cailin	Elliott
Fall 2018	OUT	130	English Horsemanship	Cailin	Elliott
Fall 2018	OUT	130	English Horsemanship	Cailin	Elliott
Fall 2018	OUT	130	English Horsemanship	Cailin	Elliott
Fall 2018	OUT	130	English Horsemanship	Cailin	Elliott
Fall 2018	OUT	130	English Horsemanship	Cailin	Elliott
Fall 2018	OUT	130	English Horsemanship	Cailin	Elliott
Fall 2018	OUT	131	English Horsemanship II	Cailin	Elliott
Fall 2018	OUT	131	English Horsemanship II	Cailin	Elliott
Fall 2018	OUT	131	English Horsemanship II	Cailin	Elliott
Fall 2018	OUT	176	Fly Fishing	Gary	Romanic
Fall 2018	OUT	177	Hiking	Erika	Kalgren
Fall 2018	OUT	177	Hiking	John	Greene
Fall 2018	OUT	177	Hiking	Kylie	Murray
Fall 2018	OUT	177	Hiking	Elias	Miller
Fall 2018	OUT	250	Bicycling	Michael	Zuber
Fall 2018	OUT	255	Back Country Medicine	Kevin	Hastings
Fall 2018	OUT	255	Back Country Medicine	Kevin	Hastings
Fall 2018	OUT	391	Practicum in College Teaching	Cailin	Elliott
Fall 2018	OUT	391	Practicum in College Teaching	Teresa	High
Fall 2018	OUT	391	Practicum in College Teaching	Kevin	Hastings
Fall 2018	OUT	391	Practicum in College Teaching	Michael	Zuber
Fall 2018	OUT	395	Independent Study	Teresa	High
Fall 2018	OUT	395	Independent Study	Jenna	Moore
Fall 2018	OUT	395	Independent Study	Michael	Zuber
Fall 2018	SCHL	127	Thinking Like Leonardo DaVinci	Rebecca	Kissling
Fall 2018	SCHL	127	Thinking Like Leonardo DaVinci	Paula	Russell
Fall 2018	SCHL	127	Thinking Like Leonardo DaVinci	Randall	Edouard
Fall 2018	SCHL	127	Thinking Like Leonardo DaVinci	Ann	Merriwether
Fall 2018	SCHL	127	Thinking Like Leonardo DaVinci	Ann	Merriwether
Fall 2018	SCHL	127	Thinking Like Leonardo DaVinci	Paula	Russell
Fall 2018	SCHL	127	Thinking Like Leonardo DaVinci	Rebecca	Kissling
Fall 2018	SCHL	127	Thinking Like Leonardo DaVinci	Randall	Edouard
Fall 2018	SCHL	298	Intermediate Undergrad Project	William	Ziegler
Fall 2018	SCHL	299	Intermed Undergrad Research	William	Ziegler
Fall 2018	SCHL	327	Schlr3: Worlds of Experience	William	Ziegler
Fall 2018	SCHL	391	Scholars Teaching Practicum	William	Ziegler
Fall 2018	SCHL	395	Scholars Internship	William	Ziegler
Fall 2018	SCHL	396	Guthrie Scholars Premed Intern	William	Ziegler
Fall 2018	SCHL	397	Scholars Independent Study	William	Ziegler
Fall 2018	SCHL	427	Scholars 4: Capstone	William	Ziegler
Fall 2018	SCHL	498	Advanced Undergrad Project	William	Ziegler
Fall 2018	SCHL	499	Advanced Undergrad Research	William	Ziegler

Fall 2018	SCHL	280I	International Business	Anna	Addonisio
Fall 2018	SCHL	280J	Who Owns the Past?	Sebastien	Lacombe
Fall 2018	SCHL	280L	Ghosts in American Culture	Elizabeth	Tucker
Fall 2018	SCHL	281B	Border Walls & Borderlines	Thomas	Wilson
Fall 2018	SCHL	281D	Meditation-Calm,Focus & Reason	George	Weinschenk
Fall 2018	SCHL	281E	A Walk Into Nature	Liz	Rosenberg
Fall 2018	SCHL	281H	The Encounter with the "Other"	Andrew	Walkling
Fall 2018	SCHL	281I	Sports Analytics	Michael	Lewis
Fall 2018	UNIV	297	Independent Research	Nancy	Abashian
Fall 2018	UNIV	297	Independent Research	Edward	Corrado
Fall 2018	UNIV	297	Independent Research	Sandra	Card
Fall 2018	UNIV	297	Independent Research	Jill	Dixon
Fall 2018	UNIV	397	Independent Research	Sandra	Card
Fall 2018	UNIV	397	Independent Research	Edward	Corrado
Fall 2018	UNIV	397	Independent Research	Jill	Dixon
Fall 2018	UNIV	397	Independent Research	Nancy	Abashian
Fall 2018	UNIV	497	Independent Research	Nancy	Abashian
Fall 2018	UNIV	497	Independent Research	Jill	Dixon
Fall 2018	UNIV	497	Independent Research	Sandra	Card
Fall 2018	UNIV	497	Independent Research	Edward	Corrado
Fall 2018	UNIV	101A	GenocidePreventionWhatCanYouDo	Nadia	Rubali
Fall 2018	UNIV	101B	Binghamton History&Civic Life	Karen	Barzman
Fall 2018	UNIV	101C	American National Parks	Benjamin	Andrus
Fall 2018	UNIV	101D	Dogs, Domestication and...	Anne	Clark
Fall 2018	UNIV	101E	Data Science and Us	Xingye	Qiao
Fall 2018	UNIV	101F	Digital Storytelling	Robert	Danberg
Fall 2018	UNIV	101G	MassSuffering,WhyWeDon'tCare	Lubna	Omar
Fall 2018	UNIV	101H	OnlineText:#Dont Read Comments	Heather	Dorn
Fall 2018	UNIV	101J	Understanding Islam	Moulay Ali	Bouanani
Fall 2018	UNIV	101K	Energy: Our Lifeline	John	Fillo
Fall 2018	UNIV	101L	The Truth about GMO's	Anthony	Fiumera
Fall 2018	UNIV	101M	Want to be an Entrepreneur?	Antonio	Frontera
Fall 2018	UNIV	101N	Cleopatra: The Last Pharaoh	John	Starks
Fall 2018	UNIV	101O	Remembering Race	John	Cheng
Fall 2018	UNIV	101Q	What's Happening in Colleges?	Peter	Knuepfer
Fall 2018	UNIV	101S	The Art of War	David	Clark
Fall 2018	UNIV	101V	What's so Funny 'bout Peace	Mark	Reisinger
Fall 2018	UNIV	101W	So you think you want to teach	Cynthia	Totolis
Fall 2018	UNIV	101Z	Black Lives Matter	Leo	Wilton
Fall 2018	UNIV	103A	Communicating Your Leadership	Kimberly	Brimhall
Fall 2018	UNIV	103B	HealthyBehaviors&Today'sStdAth	Nadine	Mastroleo
Fall 2018	UNIV	103C	Nutrition for Student-Athletes	Sarah	Thompson
Fall 2018	UNIV	103D	Better Future Through Research	Daryl	Santos
Fall 2018	UNIV	180A	Critical Research Skills	Megan	Benson
Fall 2018	UNIV	280A	Intro to Experimental Research	Kimberly	Jaussi
Fall 2018	UNIV	280D	Global Entrepreneurship	Elena	Iankova
Spring 2019	CDCI	385	Prof Internship Pgm Oral Comm	Erin	Cody
Spring 2019	CDCI	385	Prof Internship Pgm Oral Comm	Brandy	Smith
Spring 2019	CDCI	385	Prof Internship Pgm Oral Comm	Alexis	Avery
Spring 2019	CDCI	385	Prof Internship Pgm Oral Comm	Scott	Bennett
Spring 2019	CDCI	385	Prof Internship Pgm Oral Comm	Veronica	Ogeen
Spring 2019	CDCI	385	Prof Internship Pgm Oral Comm	Kelly	Clark
Spring 2019	CDCI	395	Professional Internship Pgm	Kevin	Strahley

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Spring 2019	CDCI	395	Professional Internship Pgm	Sara	Hall
Spring 2019	CDCI	395	Professional Internship Pgm	Sara	Hall
Spring 2019	CDCI	395	Professional Internship Pgm	Tanyah	Barnes
Spring 2019	CDCI	395	Professional Internship Pgm	Megan	Konstantakos
Spring 2019	CDCI	395	Professional Internship Pgm	Joshua	Perry
Spring 2019	CDCI	395	Professional Internship Pgm	Masanga	Sebuharara
Spring 2019	CDCI	395	Professional Internship Pgm	Alison	Twang
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Spring 2019	CDCI	395	Professional Internship Pgm	Angelica	Dellapenna
Spring 2019	CDCI	395	Professional Internship Pgm	Soyuz	Shrestha
Spring 2019	CDCI	395	Professional Internship Pgm	Elizabeth	Staff
Spring 2019	CDCI	395	Professional Internship Pgm	Erica	Kryst
Spring 2019	CDCI	395	Professional Internship Pgm	Jessica	Cohen
Spring 2019	CDCI	395	Professional Internship Pgm	Erin	Wise
Spring 2019	CDCI	395	Professional Internship Pgm	Dara	Raboypicciano
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Spring 2019	ELI	115	Academic Achievement Skills	Jennifer	Brondell
Spring 2019	ELI	205	Adv Speaking&Listening Compre	Trena	Haffenden
Spring 2019	ELI	205	Adv Speaking&Listening Compre	Jennifer	Brondell
Spring 2019	ELI	205	Adv Speaking&Listening Compre	Kellie	Tompkins
Spring 2019	ELI	205	Adv Speaking&Listening Compre	Kellie	Tompkins
Spring 2019	ELI	210	Adv English As A Second Lang	Kellie	Tompkins
Spring 2019	ELI	210	Adv English As A Second Lang	Trena	Haffenden
Spring 2019	ELI	210	Adv English As A Second Lang	Kellie	Tompkins
Spring 2019	ELI	211	Advanced Writing for ELL	Corrine	Spencer
Spring 2019	ELI	211	Advanced Writing for ELL	Trena	Haffenden
Spring 2019	ELI	211	Advanced Writing for ELL	Linda	Sukarat
Spring 2019	ELI	211	Advanced Writing for ELL	Corrine	Spencer
Spring 2019	ELI	212	Fundamentals Academic Writing	Corrine	Spencer
Spring 2019	ELI	214	Crit Analysis/Argument Speech	Patricia	Alikakos
Spring 2019	ELI	214	Crit Analysis/Argument Speech	Patricia	Alikakos
Spring 2019	ELI	215	Speaking Skills For Bilinguals	Patricia	Alikakos
Spring 2019	ELI	215	Speaking Skills For Bilinguals	Patricia	Alikakos
Spring 2019	ELI	491	Practicum in College Teaching	Jennifer	Brondell
Spring 2019	ELI	492	Tutoring English Lang Learners	Corrine	Spencer
Spring 2019	ELI	715	Adv Speaking&Listening Compre	Trena	Haffenden
Spring 2019	ELI	715	Adv Speaking&Listening Compre	Jennifer	Brondell
Spring 2019	ELI	725	Oral Comm.For Prof.Purposes	Patricia	Alikakos
Spring 2019	OUT	121	Disc Golf	Teresa	High
Spring 2019	OUT	122	Skiing/Snowboarding	Teresa	High
Spring 2019	OUT	122	Skiing/Snowboarding	Teresa	High
Spring 2019	OUT	122	Skiing/Snowboarding	Teresa	High
Spring 2019	OUT	122	Skiing/Snowboarding	Teresa	High

Spring 2019	OUT	130	English Horsemanship	Cailin	Elliott
Spring 2019	OUT	130	English Horsemanship	Cailin	Elliott
Spring 2019	OUT	130	English Horsemanship	Cailin	Elliott
Spring 2019	OUT	130	English Horsemanship	Cailin	Elliott
Spring 2019	OUT	130	English Horsemanship	Cailin	Elliott
Spring 2019	OUT	130	English Horsemanship	Cailin	Elliott
Spring 2019	OUT	130	English Horsemanship	Cailin	Elliott
Spring 2019	OUT	130	English Horsemanship	Cailin	Elliott
Spring 2019	OUT	131	English Horsemanship II	Cailin	Elliott
Spring 2019	OUT	131	English Horsemanship II	Cailin	Elliott
Spring 2019	OUT	131	English Horsemanship II	Cailin	Elliott
Spring 2019	OUT	176	Fly Fishing	Gary	Romanic
Spring 2019	OUT	177	Hiking	Kishan	Zuber
Spring 2019	OUT	177	Hiking	Kylie	Murray
Spring 2019	OUT	177	Hiking	Erika	Kalgren
Spring 2019	OUT	177	Hiking	John	Greene
Spring 2019	OUT	177	Hiking	Elias	Miller
Spring 2019	OUT	245	Intro to Outdoor Pursuits	Kevin	Hastings
Spring 2019	OUT	250	Bicycling	Michael	Zuber
Spring 2019	OUT	255	Back Country Medicine	Kevin	Hastings
Spring 2019	OUT	391	Practicum in College Teaching	Cailin	Elliott
Spring 2019	OUT	391	Practicum in College Teaching	Teresa	High
Spring 2019	OUT	391	Practicum in College Teaching	Michael	Zuber
Spring 2019	OUT	391	Practicum in College Teaching	Kevin	Hastings
Spring 2019	OUT	395	Independent Study	Patti	Dowd
Spring 2019	OUT	395	Independent Study	Kylie	Murray
Spring 2019	OUT	395	Independent Study	Cailin	Elliott
Spring 2019	OUT	395	Independent Study	Michael	Zuber
Spring 2019	SCHL	227	Commun Engage:Where You Fit In	Cory	Rusin
Spring 2019	SCHL	227	Commun Engage:Where You Fit In	Cory	Rusin
Spring 2019	SCHL	227	Commun Engage:Where You Fit In	Benjamin	DeAngelis
Spring 2019	SCHL	227	Commun Engage:Where You Fit In	Justine	Lewis
Spring 2019	SCHL	227	Commun Engage:Where You Fit In	Justine	Lewis
Spring 2019	SCHL	227	Commun Engage:Where You Fit In	Benjamin	DeAngelis
Spring 2019	SCHL	298	Intermediate Undergrad Project	William	Ziegler
Spring 2019	SCHL	299	Intermed Undergrad Research	William	Ziegler
Spring 2019	SCHL	327	Schlr 3: Worlds of Experience	William	Ziegler
Spring 2019	SCHL	391	Scholars Teaching Practicum	William	Ziegler
Spring 2019	SCHL	395	Scholars Internship	William	Ziegler
Spring 2019	SCHL	396	Guthrie Scholars Premed Intern	William	Ziegler
Spring 2019	SCHL	397	Scholars Independent Study	William	Ziegler
Spring 2019	SCHL	427	Scholars 4: Capstone	William	Ziegler
Spring 2019	SCHL	498	Advanced Undergrad Project	William	Ziegler
Spring 2019	SCHL	499	Advanced Undergrad Research	William	Ziegler
Spring 2019	SCHL	280D	Istanbul: World Crossroads	Kent	Schull
Spring 2019	SCHL	280G	The Psychology of Human Bodies	Ann	Merriwether
Spring 2019	SCHL	280H	Peace A Historical Perspective	George	Catalano
Spring 2019	SCHL	280I	Philanthropy & Civil Society	David	Campbell
Spring 2019	SCHL	280X	Dramas of Finance	Douglas	Holmes
Spring 2019	SCHL	281J	Create-Collaborate&Community	Ariana	Gerstein
Spring 2019	SCHL	281L	The 60s:CollegeRevolt&Vietnam	George	Catalano
Spring 2019	UNIV	180A	Critical Research Skills	Megan	Benson
Spring 2019	UNIV	280A	Intro to Experimental Research	Kimberly	Jaussi

Spring 2019	UNIV	280D	Global Entrepreneurship	Elena	Iankova
Spring 2019	UNIV	280M	Materials Matter	Pamela	Smart
Summer 2019	CDCI	200	Bridging Academics to Careers	Erica	Kryst
Summer 2019	CDCI	200	Bridging Academics to Careers	Jordan	Smith
Summer 2019	CDCI	200	Bridging Academics to Careers	Alexis	Avery
Summer 2019	CDCI	395	Professional Internship Pgm	Brandy	Smith
Summer 2019	CDCI	395	Professional Internship Pgm	Courtney	Benjamin
Summer 2019	CDCI	395	Professional Internship Pgm	Cassandra	Spencer
Summer 2019	CDCI	395	Professional Internship Pgm	Alexis	Avery
Summer 2019	CDCI	395	Professional Internship Pgm	Erin	Wise
Summer 2019	CDCI	395	Professional Internship Pgm	Robert	Danberg
Summer 2019	CDCI	395	Professional Internship Pgm	Laura	O'Neill
Winter 2019	CDCI	200	Bridging Academics to Careers	Erica	Kryst
Winter 2019	CDCI	200	Bridging Academics to Careers	Erin	Cody
Winter 2019	CDCI	200	Bridging Academics to Careers	Jessica	Lane-Rwabukwisi
Winter 2019	CDCI	395	Professional Internship Pgm	Brandy	Smith

Academic Computing & Educational Technology (ACET) Committee Annual Report 2018-2019

In 2018-19 the Academic Computing & Educational Technology Committee met five times. A summary of the committee's deliberations and recommendations follows.

Information and Data Security

The committee received an update from (now former) Chief Information Security Officer Andrew Weisskopf to discuss security-related issues and institutional progress on things like password security, data encryption for University-owned computers, and more.

Changes in Information Technology Services

New Chief Information Officer Niyazi Bodur (a member of ACET) introduced initial plans for his tenure at Binghamton University and explored ways to develop broader partnerships and consultation on campus.

Committee Charge

The committee has discussed its charge periodically over the past two years. Given the outdated terminology and nomenclature in the existing charge, it would be helpful to revisit the committee's charge and consider what changes should be made in light of technology and campus changes since it was last revised.

Technology Maintenance Day

New CIO Niyazi Bodur announced that there will no longer be a Technology Maintenance Day; instead, ITS team members will use existing maintenance windows to the maximum extent possible and determine whether there is occasional need for expanded time frames.

Blackboard/MyCourses

The contract with Blackboard/MyCourses expires in 2020. In preparation for a decision on whether to continue with the Blackboard Learning Management System (LMS) or to adopt a new LMS product, the Center for Learning and Teaching initiated a review process to assess the pros and cons of various current LMS products. The committee discussed this project at several of its meetings and provided advice to the project committee leadership.

A broad call for volunteers was issued to faculty, looking for those who would be interested in testing either the coming version of Blackboard (Blackboard Ultra) or a different LMS. The two primary LMS's (besides Blackboard) on the market are Brightspace (by Desire2Learn) and Canvas (by Instructure). Volunteers were assigned to one or more of the test systems for use in their course(s) during the 2018-19 academic year.

Volunteers came from a variety of academic programs and schools/colleges; class sizes ranged from very large (700+) to small (less than 20). Instructors agreed to participate in surveys and other follow-up assessment measures; students were also polled and had a chance to provide perspectives on pros and cons for the system they were using, especially in comparison to the existing system. Several open meetings were scheduled to allow broad opportunities for the

entire campus community to participate in the conversation and learn about the evaluation process.

The pilot/test program concluded in the Spring semester and the LMS committee began processing faculty and student feedback and data in preparation to releasing a final report and potential recommendations to the Provost.

Considerable discussion within ACET centered around the necessity to include the campus community in the conversation as much as possible. In response to ACET's recommendations, public meetings were added to bring faculty participating in the evaluation program together with non-participants; other meetings included the FSEC and other campus bodies. ACET members also stressed that in the event of a move to a new LMS, a comprehensive training and changeover plan will need to be developed and implemented with adequate time for a successful transition.

Accessibility Commission

SUNY has had an Accessibility Commission working on policy decisions related to the creation of accessible materials and related uses of technology. Binghamton University was represented on the commission and commission members presented a summary of the findings to ACET. In some areas the campus is already well-positioned but in other areas we will need to make changes and inform faculty, e.g. about accessibility requirements for course materials. A campus point of contact for accessibility will be appointed.

Computer replacement for faculty and staff

This issue was discussed in 2018 and tabled for 2018-19. It will be on the agenda in Fall 2019.

Research Computing Faculty Committee

Ken Chiu informed ACET that a research computing faculty committee will likely be constituted and start to meet. High performance computing and other computing challenges have been discussed in multiple constituencies for the past several years and this will be an attempt to consolidate those discussions and move forward.

Respectfully submitted,
Donald Loewen, 2018-19 Committee Chair

Committee members:

Michael Allington	John Starks
Niyazi Bodur	James M Pitarresi
Kenneth Chiu	Erin E Rushton
Kartik Gopalan	Kathleen Sterling
Dikran Karagueuzian	Andrew Tucci
Tongshu Ma	Matthew T Wetzel

Faculty Senate – Committee for the University Environment
Annual Report 2018-2019

The Committee for the University Environment is charged with making recommendations about the use of the campus grounds and natural areas. Over the 2018-2019 academic year, CUE has been involved with a variety of projects and activities on the campus.

Campus Bow-Hunt/Deer Harvest

This fall, much of CUE activity was focused on planning and executing a deer harvest for the campus. This harvest was intended to help reduce the size of the campus deer herd. After significant discussions with facilities, campus police, and administration, a plan was developed to host a 3-day event in which bow hunting was allowed for deer. Hunters were selected from campus employees who volunteered for this activity (and did this on their day off). The hunt was overseen by Tim Faughnan and Dylan Horvath. Much effort was expended on communicating the plan to the campus and the local community. The event took place after finals when few students were present. While the harvest was modest (only 3 deer were taken), the event was successful and demonstrated that such an approach to deer herd management can be achieved. CUE looks forward to repeating this event in the Fall of 2019.

Campus Herbicide Use

CUE has long argued that the campus uses excessive herbicides on its properties. These herbicides pose at least some risk to human users (particularly immediately after application) but have a severe impact on amphibians and fish populations in our waterways. We reviewed the herbicide plan for 2019. The use is consistent with the previous year and reflects current standards for herbicide applications.

"Low Mow" Campus Areas

One long-standing goal of CUE has been to encourage the use of the campus landscape in ways that minimize mowing and other kinds of carbon-intensive maintenance. Developing a "low mow" or "naturalized" area is now a specific goal of the campus sustainability plan. This year Facilities developed a proposal to experiment with "low mow" areas in the areas surrounding Parking Lot M. The plan included edge-mowing to minimize the risk of tick exposure to campus users. CUE reviewed this plan and enthusiastically endorsed it.

Year-Round Connector Road Opening

The Connector Road adjacent to the Nature Preserve was again open during this winter as approved previously by CUE. It appears that salt use was low in the area, as we had agreed and that the procedures we put into place are being consistently applied. Thus, it appears that the process of allowing the connector road to be open can be safely done without endangering the annual yellow-spotted salamander migration. We will use continue to review the operation plan and use data being generated about salt accumulation and impacts to decide upon best practices for the next winter.

Bartle Drive Parking Lot

Last year, construction was completed for a new parking lot near the entrance to campus. This parking lot includes surface water mitigation and the establishment of a new wetland that provides runoff treatment from uphill lots on the west side of campus (i.e., the "M" lots). Over the previous summer, Joe Graney worked with Facilities design staff to help select plants that were placed into the wetlands stormwater management feature. From all observations, the constructed water retention feature is successfully working as planned and serving to filter water before it enters the Susquehanna River.

Tree identification tags

CUE has continued to work on a project to install taxa identification tags for campus trees. These tags will be added to trees across campus and provide information as to the species. Our goal is to enhance the educational dimensions of the campus natural areas. A vendor has been identified for the tags which will cost about \$1 each. Funding for the project will come from the Nature Preserve endowment. Over the past year, Dylan Horvath has been working to generate an inventory and geospatial locations of trees. We hope to implement this project in the Fall of 2019.

Campus trees

CUE has been in active discussion regarding threatened trees on campus. Like areas across the northeast, our white ash trees are infested with the invasive emerald ash borer beetle. Many of our trees will likely die in the next few years. CUE will continue to work with Facilities to review plans to remove infested/dying trees across campus. In addition, our hemlock trees become infested with pests -- the hemlock woolly adelgid, a small aphid-like insect. Hemlocks play an essential role in holding soil on steep slopes and providing habitat for amphibians and other species. Thus, their loss would be devastating for our campus natural areas. With mapping help from Environmental Studies and Geography undergraduate students and funding from the Nature Preserve endowment, Dylan Horvath has been proactively treating key hemlock trees in an effort to preserve at least some trees in key areas. This work is ongoing and will continue for the next few years. This spring, we applied FDA approved biocontrols in an area of Anderson Center woods, a lot that is badly infested with the hemlock woolly adelgid. In the fall, we will evaluate the efficacy of this approach (which may have advantages over chemical treatment).

Nuthatch Hollow

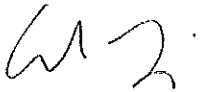
Nuthatch Hollow is a 70+ acre property located on the west side of Bunn Hill road adjacent to campus. We are working to develop the property as the site of a new "Living Building" as well as an outdoor laboratory. Progress on this project has been slow due to the complexities of developing the design and the bid process. We hope that the project will initiate construction in Spring 2020.

Facilities future plans and process

CUE has been actively engaged with developing a routine input and review process for future university building projects. While CUE has focused on the campus natural areas in past years, CUE has begun to serve as a means for various campus stakeholders to discuss future development projects across the various areas of campus and to provide input into the environmental measures necessary to meet the campus' sustainability and carbon footprint reduction goals. We are all committed to the notion that this process to be pro-active and collaborative.

Overall, it has been a productive and fruitful year for CUE and one that has been marked by effective collaboration from its members and the campus at large. We look forward to continuing this activity over the next year.

Respectfully submitted,



Carl P. Lipo, Committee Chair

CUE Committee members

- Chair: Carl Lipo, Anthropology
- Deborah Taub, Student Affairs
- Joshua Reno, Anthropology
- Joseph Graney, Geological Sciences
- George Homsy, Provost's appointee
- James Pitarresi, provost's appointee
- Kim Jaussi, provost's appointee
- JoAnn Navarro
- Patrick Doyle, PSS representative
- JJ Brice, Residential Life representative
- Sally Oaks, Physical Plant representative
- Dylan Horvath, Steward of the Nature Preserve
- Nick Corcoran, ex-officio
- Madeline Bay, ex-officio
- Paul Crimson, ex-officio

Faculty Senate Calendar Committee
Annual Report 2018-2019

The Calendar Committee met on October 4, 2018, and discussed proposed calendars for two academic years, 2020-21 and 2021-22. After discussion, several changes were made to the draft calendars. Subsequently, the versions agreed upon at the meeting were sent to committee members for further review. No further changes were made, and the calendars were accepted.

During Summer 2019, the Provost's Office made several changes in the 2020-21 calendar necessitated by online programs in development that require three "semesters" (Fall, Spring, Summer) with two, seven-week terms for each semester. On October 9, the committee reconvened to approve those changes as well as changes required to the 2021-22 calendar to accommodate the needs of online programs.

Respectfully submitted,

Donald Nieman, Committee Chair

The 2018-2019 Calendar Committee members included:

Donald Nieman, Provost and Executive Vice President for Academic Affairs (chair)

Karen Barzman, Art History

Mark Fowler, Watson

Carol Miles, Biology

Jason Moore, Sociology

Judith Quaranta, School of Nursing

Nadia Rubaii, CCPA

Barbara Wolfe, Theatre

David Eagan, Athletics

Suzanne Howell, Dean of Student's Office

Michael Kukawa, Physical Facilities

Donald Loewen, Provost's Office

Krista Medionte-Phillips, Undergraduate Admissions

Michelle Ponczek, Course Building/Academic Space

Amber Stallman, Financial Aid & Student Records

Pamela Mischen, President's Office

Michelle Dao, Undergraduate student

Joy Li, Graduate student

Faculty Senate Committee on Committees
Annual Report 2018-2019

The Committee on Committees met on April 1, 2019 shortly after receiving the results of the heavily on the *Survey of Faculty Interest in Serving on Committees*, which is distributed electronically in March. The committee utilized the survey results (as well as some investigative work) to identify and reach out to prospective members via email and phone. The chair also provided a draft email template and phone script to aid committee members in these efforts. The names of those faculty members who agreed to serve were forwarded to the Faculty Senate Executive Committee for approval. The following Faculty Senate Committees had one or more vacancies requiring immediate attention:

- Budget Review
- Bylaws Review
- Convocations
- Diversity
- EOP Advisory
- Educational Policy and Priorities
- Intercollegiate Athletics
- Library
- Professional Standards
- University Undergraduate Curriculum
- Academic Computing and Educational Technology (Joint)
- Committee for the University Environment (Joint)
- University Calendar Committee (Joint)

Increasing and diversifying participation across programs, departments, and colleges remains a top priority of Committee on Committees. This concern was discussed during the April 2019 meeting with the Chair later raising this issue during the Faculty Senate Planning Meeting in September 2019. Ideally we would like to develop a mentorship pipeline for those interested in seeking University campus service and encourage sitting/ former chairs to provide guidance to incoming committee members in order to ensure a smooth transition when term limits expire and/ or chairs voluntarily step down.

The chair also handles vacancies during the academic year as they arise, including recommendations for non-Faculty Senate committees such as the Excellence Awards Selection Committees and Personal Safety Advisory Committee.

Respectfully submitted,

Stephanie Hess, Committee Chair

Committee members

Ann Fronczek
Amy Gay
Leslie Lander
Candace Mulcahy
Sabina Perrino
David Werner

Date submitted - November 11, 2019

Faculty Senate Evaluation Coordination Committee
Annual Report 2018-2019

FALL 2018:

In accordance with the evaluation schedule for academic officers, we coordinated the evaluations of Gloria Meredith, Dean of the School of Pharmacy and Pharmaceutical Science and of Krishnaswami Srihari, Vice Provost of International Initiatives and Chief Global Affairs Officer.

We collected information from each officer regarding their positions such as job descriptions, accomplishments and future plans in their position, and a self-evaluation documents. We the developed a survey instrument for each officer that was provided to relevant staff and voting faculty. We then reviewed the survey data and prepared a summary reports for the Faculty Senate Executive committee. The final reports were completed on Nov. 28, 2018.

SPRING 2019:

In accordance with the evaluation schedule for academic officers, we coordinated the evaluations of Curtis Kendrick, Dean of University Libraries and of Donald Loewen, Vice Provost of Undergraduate Education and Enrollment.

We collected information from each officer regarding their positions such as job descriptions, accomplishments and future plans in their position, and a self-evaluation documents. We the developed a survey instrument for each officer that was provided to relevant staff and voting faculty. We then reviewed the survey data and prepared a summary reports for the Faculty Senate Executive committee. The final reports were completed on April 22, 2019.

Respectfully submitted,

Anthony A Meder, Committee Chair

Committee members

Full year 2018-2019:

Lina Begdache
Leon Cosler
Leslie Gates
Neyda Gilman
Sharon Holmes

Added as of Spring 2019:

Sarah Gerk
Stephen Levy

Faculty Athletics Representative Summary **Annual Report 2018-2019**

Continued with scheduled meetings with University President Harvey Stenger, Director of Athletics Patrick Elliott, as well as regular contact with Assistant Provost/Associate Director of Athletics, Academics and NCAA Compliance, David Eagan. Based on the NCAA's Faculty Athletics Representative Handbook, key FAR roles include verifying student eligibility for athletics participation and financial aid, monitoring academic progress and performance of all student-athletes, and participation in a comprehensive compliance program. Reports for those key areas are presented below.

Eligibility. Initial and continuing academic and financial eligibility is assessed each semester, for every student-athlete, with data generated from the Office of Student Records and Office of Institutional Research and Assessment (OIRA). Binghamton University's student-athlete GPA eligibility requirement (2.0) for participation (at the start of each academic year) exceeds those established by the NCAA, where eligibility GPA ranges from 1.8 to 2.0 depending on year of enrollment. Despite GPA standards more stringent than NCAA requirements, greater than 99.9% of BU's student-athletes were eligible for participation and/or competition in Fall 2018 and Spring 2019.

Academic Performance. BU's student-athletes posted a record-high 3.29 average GPA for Spring 19. This performance resulted in 75% of BU's student-athletes named to the America East Honor Roll, the highest percentage in BU's history. Overall, student-athletes maintained an average 3.28 GPA for Academic Year 2018-2019, with 14 consecutive semesters student-athletes recording at least a 3.10 GPA (Fall 18 GPA was 3.28). Female student-athletes averaged a 3.44 GPA, and male student-athletes averaged a 3.12 GPA (both of these GPAs are improved from 2017-18; reports compiled by OIRA). Notable 2018-2019 academic year achievements included 54% and 58% of the student-athletes earned a GPA of at least 3.3 in Fall 18 and Spring 19, respectively resulting in being named to the Athletic Director's Honor Roll. During 2018-19 43% (Fall) and 42% (Spring) of student-athletes were named to the America East Commissioner's Honor Roll by earning a GPA of at least 3.5. Additionally, 31 (Fall 18) and 27 (Spring 19) student athletes (from 15 different teams) earned a 4.0 GPA; and, 45 individuals were inducted into Chi Alpha Sigma (National Honor Society for Athletes). Finally, based on a multi-year Academic Progress Rate (APR) measure for eligibility, graduation and retention, women's cross country, men's tennis, and golf received NCAA recognition for achieving APR rates among the top 10% in the nation for their respective sports (*note*: award notification occurred in August 2019 and rates are based on scores from AY 2014-15, 2015-16, 2016-2017, and 2017-18).

Compliance. All reported violations were examined by the FAR through a direct link to the NCAA database. Violations for Fall 2018 and Spring 2019 were self-reported by BU, and either assigned the lowest classification of violation (i.e., Level 3) reflecting a minor infraction, or were dismissed by the NCAA as non-violations. For each Level 3 violation, BU proposed corrective action which the NCAA subsequently ruled acceptable.

NCAA Choices Grant. Binghamton University's Athletics Department received a competitive \$30,000 three-year grant (AY 16/17- AY 18/19) from the NCAA to develop and deliver programming designed to reduce excessive drinking on campus. The BU program, entitled

'Explore, Engage and B You,' (EEBU) was administered by Principal Investigators in Athletics (Assistant Athletics Directors Dr. Kristie Bowers and Linda Reynolds), and co-principal investigators Associate Professor Nadine Mastroleo (CCPA, substance-use intervention researcher) and Associate Dean and Professor Shelley Dionne (SOM, leadership researcher). Specifically, *Explore, Engage and B You* programs are designed to increase student knowledge regarding alcohol use, communication techniques, and transformational leadership. In Year 1, 18 student-athlete leaders were accepted into the program for the purposes of training student leaders in alcohol interventions and leadership development. In Year 2, the program expanded to include student leaders nominated by Residential Life. In Year 3, the program expanded to include a peer counselor training component, in which select student-athlete EEBU members were trained to deliver an individual brief alcohol intervention to fellow student-athletes. The larger EEBU group continued to work with Residential Life staff to develop programming aimed at promoting healthy choices regarding alcohol consumption on campus. All returning EEBU members served as mentors within the program for new members as enrollments again increased. A number of substance free and educational events were coordinated by EEBU including home game tailgates, tailgate and education at homecoming, Night at the Races (fundraising event to support local community charity), and support of University sponsored substance free events. With the end of the Choices grant, the Department of Athletics will direct next aspects of EEBU to maintain momentum and will determine future directions.

Respectfully submitted,

Nadine Mastroleo, Faculty Athletics Representative



2018/2019 REVIEW

FACULTY ATHLETICS REPRESENTATIVE

1. ENSURE STUDENT ELIGIBILITY FOR NCAA, CONFERENCE & UNIVERSITY

- Confirm initial and continuing academic eligibility (reports prepared by office of Assistant Provost for Athletics Compliance)
 - Includes eligibility for practice, financial aid and intercollegiate competition
 - Reviewed for each athlete on each team (by semester)
- Verify student data generated directly from Office of Student Records (Registrar)
- Member, Admissions Review Committee for Special Talent UG Admissions

2. MONITOR ACADEMIC PREPARATION AND PERFORMANCE OF STUDENT ATHLETES

- Review academic performance for each team (reports prepared by Office of Institutional Research and Assessment)
 - Intercollegiate Athletics Committee (IAC) meetings:
 - Spring 2019 (3/12/2019)
 - Academic performance reports: Senior Associate Athletic Director
- Notable Student-Athlete Academic Achievements**
 - Fall 2018 GPA overall 3.28 (17 (89.5%) teams had 3.0 or greater)
 - (70% exceed 3.00 GPA; 31 athletes earn 4.0, up from 29 Fall 2018)
 - (43% earned 3.5 GPA or greater; 54% earned 3.3 GPA or greater)
 - Spring 2019 GPA overall 3.29 (17 (89.5%) teams had 3.0 or greater)
 - (75.1% exceed 3.00 GPA; 27 athletes earn 4.0)
 - (42.1% earned 3.5 GPA or greater; 58.2% earned 3.3 GPA or greater)
 - 2018-2019 Year GPA summary: Women 3.44; Men 3.12; UG 3.14
 - 45 Chi Alpha Sigma Inductees (National Honor Society for Athletes)
 - 14 consecutive semesters of 3.10 GPA for Bearcat Athletics
 - 75% (n = 197) of BU athletes placed on America East Spring Academic Honor Roll (72% 2017-18); Women's lacrosse: 90%; Men's Swim/Dive: 87%; Men's Track & Field: 81%.

- Five women's lacrosse players named to 2019 Intercollegiate Women's Lacrosse Coaches Association (IWLCA) Zag Sports Academic Honor Roll (maintaining a cumulative GPA over 3.5)
 - Men's and Women's Track and Field earned All-Academic Team honors from United States Track and Field and Cross-Country Coaches' Association (1 male and 1 female T&F athlete earned All-Academic Honors)
 - Men's and Women's Swimming & Diving named to College Swimming & Diving Coaches' Association Scholar All-America Team.
- Facilitate scholarship applications, academic award nominations, and/or recommendations as needed for BU student-athletes

3. MONITOR COMPLIANCE ACTIVITIES AND RESPONSIBILITIES

- Notification of all compliance violations (self-report and/or reported) from office of Assistant Provost for Athletics Compliance
- ♦ Ongoing awareness of NCAA compliance violations review processes, findings and recommendations
 - ♦ Monitor processes in place to implement/adhere to limitations in athletic abilities as directed by NCAA
- Review travel and competition schedules (prior to semester start)
- Comprehensive rules education program and compliance processes maintained (via office of Assistant Provost for Athletics Compliance)
- ♦ Receive educational pamphlets, daily e-mails on compliance education, meeting attendance, etc.

4. KNOWLEDGE OF NCAA AND CONFERENCE RULES

- NCAA Division I Operating Manual
- ♦ Academic Eligibility (Bylaw 14)
 - ♦ Recruiting (Bylaw 13)
 - ♦ Financial Aid (Bylaw 15)
- America East Conference operating rules as required

5. DIRECT CONTACT WITH STUDENT ATHLETES

- Active membership on Student-Athlete Advisory Board
- Advisor and Trainer, Student-Athlete Leadership Institute
- Attend orientation for entering student-athletes
- Review exit interviews for graduating/departing student-athletes
- Attend athletic events (Men's and Women's teams)

6. MAINTAIN CONTACT WITH ADMINISTRATION

- Monthly meetings and/or regular contact with Athletic Director
- Annual FAR Report
 - ◆President's Office
 - ◆Athletic Director
 - ◆Faculty Senate Executive Committee
- Active athletic committee memberships
 - ◆Intercollegiate Athletics Board (IAB)
Fall 2018 (11/26/2018) and Spring 2019 (2/5/2019)

7. CONFERENCE REPRESENTATION

- America East Conference, June 2018 Savannah, GA
- Faculty Athletics Representative Association - America East Liaison
 - ◆November 2018 conference, Baltimore, MD

KEY:

- Indicates FAR engagement within standard
 - Indicates no FAR engagement initiated within standard
- (Note: below non-engaged standards are proposed dates for initiating FAR engagement)*
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September 4, 2019

President Stenger,

For the academic year, 2018-2019, the Intercollegiate Athletics Board met twice. The first meeting was held on November 26, 2018 and again on February 5, 2019.

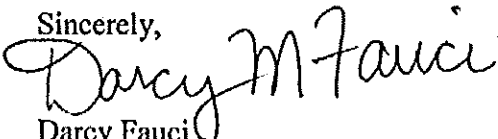
Topics of discussion included; student athlete academic achievement, changes planned for the NCAA APR incentive program, the new NCAA portal that requires students who want to transfer to register, the 14th Annual Women's Athletics Luncheon, constraints on Athletics operating budget and the need for a 3% fee increase, scholarships costs, and finally activities sponsored by Binghamton Athletics leadership institute, Explore, Engage and B You (EEBU).

At the February 2019 meeting the board voted on and approved the 3% increase in student athletic fees for the following year 2019-2020.

Agendas, meeting minutes and other materials discussed at the IAB meetings can be found at <https://www.binghamton.edu/organizations/intercollegiate-athletics-board/>.

Let me know if there is anything else you need from me as Chair of the IAB.

Sincerely,


Darcy Fauci
Chief of Staff

INTERCOLLEGIATE ATHLETICS BOARD

	2018-2019
FACULTY (5)	Matthew McConn Assistant Professor Teaching Learning and Educational Leadership
	Michael Pettid Professor Korean Studies
	David Werner Assistant Professor Psychology
	Michael Lewis Associate Professor Computer Science IAC Chair
	Nadine Mastroleo Faculty Athletics Rep Associate Professor CCPA PhD Program
STUDENTS (4)	Kai Moon women's Basketball
RECOMMENDED BY ASSOC DIR OF ATHLETICS FOR STUDENT SERVICES	TJ Wegmen Baseball
	Erin Schultz Volleyball
	Maya Haykel Women's Tennis
(1) DESIGNEE OF VICE PRESIDENT FOR STUDENT AFFAIRS	Johann Fiore Conte Director of Health and Counseling Services
(1) ALUMNI ASSOCIATION MEMBER	Merrit Hartblay
EX-OFFICIO WITH VOTE	Harry Bittker Alec Somerstein
EX-OFFICIO WITHOUT VOTE	Patrick Elliot Athletics Director
INTERCOLLEGIATE ATHLETICS DEPARTMENT PARTICIPANTS	David Eagan Associate Athletic Director Compliance
	Marisa Colonna-Garrow Assoc Athletic Dir for Financial Operations
CHAIR	Darcy Fauci Chief of Staff