

MINUTES OF
FACULTY SENATE MEETING
May 17, 2016

The sixth Faculty Senate meeting of the 2015-2016 academic year was called to order by Prof. Fernando Guzman, Mathematics, at 11:48 am.

1. Minutes

After no discussion, the minutes of the May 3, 2016 meeting were approved as submitted.

2. Announcement

Prof. Guzman informed the body that the Diversity Committee charge that was approved by the Senate has also been approved by the Faculty Senate Executive Committee. The FSEC will appoint committee members in early fall semester 2016.

3. Curriculum Items

- a. MA in Applied Liberal Studies – Prof. Reiter, School of Management and chair of EPPC, introduced this program. MAALS has been approved by the Graduate Council and comes to the Senate without Faculty Senate Executive Committee approval.

Prof. Howard Brown, History, invited Dean Susan Strehle and Prof. Susan Wolcott to give overview, origin, and objectives of the program.

Dean Susan Strehle, Graduate School, noted that this program has been in evaluation for a while and is designed for the liberal arts undergraduate student to give them one year of intensive work to bridge to the world of work. They will learn advanced skills in everything that employers say are important -- communication, use of I/T, work efficiency, able to navigate cultural differences in the working world. Students will do an internship locally with supervision, and then an internship in corporate/government/office in the U.S. or the world while checking back once a week with their advisor. A survey of current juniors and seniors within Harpur had 300 students who replied that this program was valuable and was something they may like to participate in. This program is not designed to create a pathway directly to business as the MBA or to government as the MPA program does. This program gives students advanced skills as they prepare for a career path right for them. This will be overseen by Prof. Wolcott and will be staffed by faculty from a variety of departments. Faculty believe there are so many students in the liberal arts who come to their senior year and do not have much of an idea of what is next. This provides advanced graduate level skills and more time to figure out what an appropriate career path would be. Kelly Smith, director of the Fleishman Center, has been involved, and designers of courses are excited of what it will do for BU.

Prof. Brown presented a summary of discussions that took place in FSEC. The FSEC did not vote to approve so this does not come to the Senate as a motion approved. The FSEC did, however, vote to forward this to the Senate. The FSEC felt there are a number of very appealing aspects to this program -- students concerned about what comes next; provides advanced skills; some remedial but useful skills. The skills that employers are looking for are built into this program and are one of the strengths. The concern is about its scope and administration – the growth of the program, how faculty would become involved if it grows over time, and the oversight of the program. Prof. Brown noted that he is personally concerned about the graduate courses having 25

students (he feels 15 is more appropriate). There is also concern about the oversight of the program (page 2 of 4 of external reviewer report) – the language on who has responsibility of activities, learning outcomes, and external review are all quite vague. The FSEC's concerns are three-fold – the appropriate size of classes; the extent to which faculty are involved in overseeing internships and oversight in general; and it seems like faculty were recruited by friends with no widespread communication/call for faculty involvement. This should be open to all departments and faculty who are able to put forward courses that would be appropriate. Prof. Brown also suggested that perhaps these classes could be a mix of other graduate students which may make classes smaller, and would open up the opportunity across the university and give more faculty buy-in versus contact by friends. This would make this program more openly available to faculty and able to integrate training with other graduate programs.

Prof. Susan Wolcott, Economics, thanked Prof. Brown for his comments. She noted that every department chair she spoke to were very enthusiastic and she was sure this was something departments wanted. Regarding Prof. Brown's comment relative to the "tap on the shoulder recruitment" versus an open call, she noted that Dean Strehle had, in previous years, been unable to get buy-in for this program. Prof. Wolcott is interested in getting Harpur more involved and would be happy to have an open call for faculty. Prof. Wolcott noted that we are trying to build our master's programs here at BU; this is a very different program and we'd like to build cohorts like the MPA and MBA programs. She also noted that these courses have been designed with input from the Fleishman Center for Career and Professional Development. Prof. Wolcott also addressed the oversight of the program as it grows; she is very optimistic about its growth and will be happy if it can get to 25 or beyond. The MPA and MBA programs have 25 students in a class; this class size is typical for these programs.

Prof. Scott Craver, Electrical and Computer Engineering, is concerned about the advanced graduate skills and asked to hear specific examples of what would be conferred upon the students and how it is comparable to what students would get in an undergraduate degree. Prof. Strehle asked the body how many felt that students write as well as they should; no one indicated that they did. At the undergraduate level, we train students to write prose addressed to their own course or discipline. This program will take them broader than that to write documents, condense research to the point of issues and background, evaluate evidence to help an executive to make a decision, etc. Students do not have skills like this now. They require advanced communications, able to make presentations, and set up databases and use the data for individual work. Liberal arts graduates do not know how to do this.

Prof. Lisa Tessman, Philosophy, noted that a faculty member would be using 10% of their time for this program for one course per year. Is there course release in their department? Dean Strehle noted that this suggestion came from the outside reviewer and Provost Nieman is behind the program. She noted that no department chair will share department members against their will. Provost Nieman will provide adjunct funds to replace a faculty member who is contributing to this program. Participating departments will get a dissertation year fellowship for one of their students. Departments will be compensated for any contributions they make.

Prof. Brown noted that the course content does not suggest advanced skills. It seems the emphasis is on applied skills, not advanced skills.

Prof. Jeff Barker, Geology, said he was in favor of liberal arts at the undergraduate level but he has concerns of this graduate program. A graduate must focus and develop skills in a particular area. Liberal arts students do have problems getting jobs. But taking this program defers the student from getting a job, and creates a higher debt level. A number of universities who require internships and job shadowing are failing to get students jobs. The need to justify the additional tuition might not make it for a student.

Dean Strehle noted that 140 colleges including top tier universities offer this degree; it is sometimes similar to a degree an adult takes to do advanced study of this kind connected to a specific field with professional applications connected to it. This is not unheard of.

A motion was made and seconded to approve this program. After no more discussion, it was approved by a vote of 20 in favor, 11 opposed, with 8 abstentions.

- b. Standards for use of IB for Gen Ed Lab – Prof. Sara Reiter, Management, noted that at the last Senate meeting, the policy for applying AP credit for Gen Ed lab credit was approved. At that time, Prof. Tessman had asked about IB. After discussing this in the UUCC, it was agreed that we should bring IB in alignment. After no discussion, this was approved by a majority vote with 1 abstention.

4. Reports

Prof. Thomas Sinclair, Chair of Faculty Senate Executive Committee – Prof. Sinclair reported on the work of the Faculty Senate Executive Committee (FSEC) during the 2015-2016 academic year.

Early in the semester, the FSEC was engaged in discussions with the administration about the creation and appointment of the Applied Learning Committee. The Committee which is chaired by Brian Rose, Vice President of Student Affairs, will respond to SUNY System's requests that campuses assess their applied learning activities and consider whether to make applied learning a requirement for graduation. Binghamton University will not include an applied learning degree requirement, but will emphasize four areas of applied learning -- internships, community engaged scholarship, study abroad, and undergraduate research. Professors David Campbell, Rosmarie Morewedge, Sara Reiter and John Starks represent faculty governance on this committee.

An ad hoc committee was appointed by the Faculty Senate to develop a charge for a Faculty Senate Diversity Committee. The proposed charge was reviewed and discussed by the FSEC, and approved by the Senate on May 3.

A number of by-laws changes were reviewed by the FSEC and forwarded to the Faculty Senate for approval.

The Faculty Senate Executive Committee met with a number of administrators this semester including:

- Provost Don Nieman,
- Randall Edouard, Assistant Vice Provost and Director of Admissions,
- Anne McCall, Dean of Harpur College,
- Sharon Pitt, Chief Information Officer, and
- Representatives from the Start-Up NY Committee (Per Stromhaug and Professors Kartik Gopalan and Stan Whittingham).

Among the topics discussed were appointments of interim deans, the inclusion of faculty governance in decision-making, and an ongoing concern on the part of many FSEC members that the consolidation of administrative roles that has been occurring across campus may reduce the effectiveness of those administrators with multiple duties.

Officers from the newly renamed Professional Staff Senate met with the FSEC and recommended closer coordination among faculty and staff governance bodies. The FSEC agreed to a process that will increase communication and coordination with the PSS including the appointment of a faculty member to sit as an ex officio member of the PSS.

The FSEC met with the TAE chairs and is organizing a TAE review committee following the guidance of the Faculty Senate. This committee's charge will come to the full Faculty Senate for approval today with the expectation that it will begin work in the fall.

The FSEC reviewed a new draft of the Provost's guidelines for faculty mentoring. This action, along with the revision of service guidelines for promotion and tenure, reflect an ongoing interest and need to bring new faculty into positions of leadership on campus and within departments.

Prof. Pamela Smart, University Faculty Senator – Prof. Smart reported on the University Faculty Senate (UFS) plenary meetings that were held in Stony Brook in January and in Brockport in May.

In reports from the Chancellor, the SUNY Provost, and UFS President Peter Knuepfer, the news was overwhelmingly that the final enacted state budget for 2016-2017 did not treat SUNY well.

The loss of "maintenance of effort" -- state funding to sustain ongoing operating costs -- and no tuition increase were especially disappointing. These aspects of the budget will continue to receive advocacy, but there is little hope that they will be restored in an election year.

According to the SUNY CFO, the impact of the state budget won't immediately be felt on most campuses or academic programs because most campuses still have healthy reserves, given that SUNY calls for campuses to set aside 25% of their annual expenditures in unencumbered reserves. She said that they are having discussions with the five or six campuses who are in trouble and are working with them individually.

If UUP is successful in negotiating a pay raise, the additional money will come out of existing campus budgets and our "unencumbered reserves." However, it seems clear that in the absence of state budgeted "maintenance of effort", salary increases, in the event that they are included in contract agreements, will inevitably stress many campus budgets.

The Governor did provide SUNY with another \$18 million in investment fund; SUNY is considering using this money for performance-based initiatives. Last year, SUNY was able to offer \$100 million in an investment fund. The money was used as an incentive for various performance oriented activities. Questions were raised concerning the distribution of these funds. External, unnamed people reviewed campus proposals. Some faculty have complained about a lack of explicit criteria and an absence of feedback.

In light of the dismal fiscal picture in the UFS president's report, the SUNY CFO outlined several potential remedies. While SUNY plans to ask for a restoration of maintenance of effort and will continue to lobby for future tuition increases, it will also seek more readily winnable goals. Another option being considered to strengthen student numbers on some campuses, and to generally enhance the competitiveness of SUNY, is to implement border-states tuition rates. The "Border States Bill," if passed, would allow campuses near state borders to offer lower out-of-state tuition. The final outcome of this bill is unknown.

Another budgetary concern addressed by the Chancellor is the high cost of remediation to prepare students for college success. She is currently arguing for the breakdown of the barrier between K-12 funds and higher education funds. This would enable better cooperation and the sharing of costs for remediation.

The Chancellor stressed the importance of continued advocacy for NYSUNY 2020 in the remaining months of the legislative session and for further development of the SUNY Investment fund.

One form of SUNY advocacy has been the Undergraduate Poster Program hosted annually at the Legislative Office Building. These events though have not been effective at engaging members of the Legislature. They are costly in both time and dollars and the UFS is currently rethinking how to best present the work of our students to the Legislature. One possibility would be to shift support to the Undergraduate Research Conference. No decision was made on the issue.

The SUNY Undergraduate Research Conference (SURC) was hosted by SUNY Cobleskill in April and was a huge success. Both the 2015 and 2016 conferences have demonstrated that there is a demand for an educational event for SUNY students to come together and present the products of their applied learning experiences. A call has gone out to campuses to express their interest in being considered as the host for SURC 2017. The deadline for expressions of interest is June 1, 2016.

Campuses have submitted the first part of their applied learning plans, and this submission is essentially an inventory of what campuses are already doing. Evaluation of the local economic impact of applied learning remains to be completed by each campus. It also remains for each campus to decide whether or not applied learning will be a graduation requirement.

A report prepared by the Undergraduate Programs and Policies Committee surveying how service learning is executed across the SUNY system was adopted. 90% of campuses participated in the study -- of these approximately $\frac{3}{4}$ have service learning opportunities for students. Oddly enough, University centers and four-year colleges are more likely to have

these opportunities than colleges of technology and community colleges. On most campuses, service learning is optional rather than a requirement for graduation. Most campuses that offer service learning opportunities have some sort of assessment program in place to evaluate the effectiveness of the experience for students, but types and comprehensiveness vary across campuses. On most campuses who offer service learning, students receive credit for participation and the credit is integrated into a standard course structure. The issues that campuses struggle with include limited financial resources for supporting service-learning, supporting the development of courses that include service learning, student transportation to service-learning sites, and training opportunities for faculty and professionals. The barriers to service-learning most frequently reported are lack of administrative support and campus infrastructure, lack of financial resources, and lack of time for faculty and students to participate in service-learning.

The SUNY Open Educational Resources (OER) Task Group reported on its response to a Student Association resolution on textbook affordability. The group found that textbook costs are increasing three times faster than inflation and students are foregoing buying textbooks and taking courses due to high textbook costs. This impacts the graduation success of students. The OER currently has a variety of instructional materials (texts, articles, media, simulations, courseware, etc.) that are available at little or no cost for faculty to adopt and/or remix for use in classes. The OER task group examined the role of OER materials in instruction and what procedures could facilitate adoption of OER by SUNY faculty.

The panel presented several findings including increased success rates in pilot math and psychology courses, substantial cost savings for students, preference of faculty and students for the option to have printed formats available, and rating of OER course materials as good or better than publisher materials by both faculty and students. Successful implementation of OER projects requires effective internal communication, faculty development support, collaboration with campus bookstores, and support for faculty to deal with copyright, licensing, and accessibility issues. The Open SUNY Texts (OST) initiative is proposing a support model to facilitate adoption of OER materials by SUNY campuses. OST has 16 open texts available and ten more in the pipeline. OST has found that potential faculty authors are interested in getting earlier feedback, that discoverability of materials is an issue, and that there needs to be more ability to remix materials to customize them for specific courses. OST is planning different tiers of support to campuses to promote adoption of OER materials through use of the existing OST publishing platform, technical support, institutional and individual consultations, and participation in a new OST Mentorship Program Network.

A resolution was passed recommending that SUNY System Administration require a SUNY-wide implementation of preferred name and gender identity policies and processes so that all faculty, staff, and students have the ability to use their preferred name and gender identities for registration purposes, email, ID cards, and other identification systems. It was further resolved that preferred names would be applied contextually. The Chronicle of Higher Education reports that this is currently only offered in about 150 colleges nationwide. Only about a third of those colleges that allow students to add a chosen name also enable them to change the gender marker on their campus records without having changed their gender on legal documents.

Linked to this resolution was a second recommending the SUNY-wide implementation of gender inclusive spaces, that they should be marked with regard to their intended use without a gender designation, and that these places are marked on campus maps. This was implemented on our campus in advance of this resolution in the designation of gender neutral bathrooms. The provision of gender inclusive housing was also part of this measure.

A resolution to adopt a Public Statement of Ethical Principles was passed. The statement called for Fairness, Civility, Character, Respect, Honesty, Trust, and Transparency

Other resolutions passed concerned SUNY recognition:

- Inclusion of Non-Tenured and Non-Tenure Track Faculty for the Chancellor's Award in Teaching.
- Inclusion of Clinical Faculty for the Chancellor's Awards for Service and the Chancellor's Award for Scholarship and Creative Activities.

Much of the work of the Senate is conducted in committees. Prof. Smart reminded Senators that they do not have to be a University senator to serve on SUNY Faculty Senate committee. Their participation is welcomed in the following committees:

Equity, Inclusion and Diversity Committee,
Ethics and Institutional Integrity,
Governance,
Graduate and Research,
Operations,
Programs and Awards,
Student Life, and
Undergraduate.

The committee commitment includes the fall planning meeting scheduled for September 15-16 at The Desmond Hotel in Albany and two to three additional meetings usually held via conference call.

Additional information on these committees can be found at <http://system.suny.edu/facultysenate/committees/>.

5. New Business

TAE Evaluation Committee – Prof. Guzman noted that the second page of this document with possible committee members should not have gone to the Senate. The Senate does not appoint committee members; that is the responsibility of the FSEC with assistance from the Committee on Committees.

The Senate is to approve the charge and composition of the TAE Evaluation Committee. Prof. Guzman briefly reviewed the charge of the TAE Evaluation Committee. The Committee will request a document from the Provost's Office on the program as a whole and a document from each TAE. These documents will be included with the survey that will be sent to all faculty. The survey will contain two parts -- questions about the TAE program as a whole, and the second part about each individual program. Faculty will be instructed to

answer part A, and those familiar with the particular TAE's can answer questions in part B. After the survey data is collected, the committee will conduct conversations with a number of committee chairs, faculty affiliated with the TAE program, those hired as TAE hires, and others. The committee will then create a report for the FSEC with copies to Provost Nieman and the TAE chairs.

Prof. Lisa Tessman, Philosophy, recommended that in item 2), the date should be changed to "early spring 2017".

Prof. Christopher Hanes, Economics, asked if the TAE's had already prepared documentation for administration which might overlap the information this committee would be seeking. The work of the TAE does take a lot of time already so we may want to think hard about asking them to provide more information. Prof. Guzman added that some TAE chairs have already begun the self-evaluation process. Also, Provost Nieman has agreed to bring in outside reviewers if a TAE wishes to have them.

Prof. Scott Craver, Electrical and Computer Engineering, voiced his concern about the timeline in item 3). If the self-evaluation is requested by early spring 2017 as Prof. Tessman suggests, it may be difficult to conduct a survey in the same semester. Prof. Craver suggests that we remove the specific time from the document with the understanding that we expect it to happen in the 2016-2017 academic year. Prof. Guzman noted that a flexible timeline is important but it's best to have a set goal so as not to put it off.

A motion was made and seconded to change the wording in item #2 to "spring 2017" and wording in item #3 to "spring 2017".

Prof. Pamela Smart, Art History, noted that given how useful the process of self-evaluation is, it seems best not to compress it; there is more value if it is done slower so she is in support the motion.

Prof. Guzman asked Prof. Tessman if she would agree to a friendly change to motion to change the timing to "the end of the fall 2016 semester." Prof. Tessman agreed.

After no more discussion, the revised motion:

2. *Request each one of the TAE's to conduct a self-evaluation by the end of the fall 2016 semester,*
3. *Run a survey in spring 2017 of all faculty.*

was approved by a hand vote with 1 opposed.

Prof. Cyma VanPetten, Psychology, suggested adding a bullet item under item 5).

- *Any other faculty wishing to comment on the TAE program.*

A motion was made and seconded to add this bullet under item 5). After no more discussion, this was approved by unanimous vote.

Prof. Thomas Sinclair, Public Administration and chair of the FSEC, noted it is important as when we add new kinds of program and procedures, the Senate should assert its governance role to determine if these programs are promoting the mission of the university.

The Senate saying that it wants to review the TAE program is very important to governance and the future of this university.

A motion was made and seconded to accept the proposal as amended. After no more discussion, the proposal was approved with 1 abstention.

Prof. Sinclair suggested that we establish some process for evaluating the MAALS degree in a similar fashion. This is a type of degree where there is considerable concern and one we need to pay attention to as it moves forward. Prof. Guzman added that an evaluation after two cohorts or so was discussed at the FSEC level. A motion was made and seconded to table this item to the 2016-2017 academic year.

After no more business, the meeting adjourned at 12:59 pm.

Present: Benjamin Andrus, Serdar Atav, Jeffrey Barker, Cassandra Bransford, Howard Brown, Nicole Cameron, Frank Cardullo, Kenneth Chiu, Junghyun Cho, David Clark, Cynthia Connine, Scott Craver, Carmen Ferradas, Arianna Gerstein, Robert Guay, Fernando Guzman, Colleen Hailey, Christopher Hanes, David Jenkins, Immanuel Kim, Marla Mallette, Sandra Michael, Jay Newberry, Donald Nieman, Titilayo Okoror, Carolyn Pierce, Florenz Plassmann, Xingye Qiao, Sara Reiter, Thomas Sinclair, Pamela Smart, John Starks, Harvey Stenger, Lisa Tessman, Ruth VanDyke, Cyma VanPetten, Joseph Weil, Bogum Yoon, Stephen Zahorian

Excused: Manoj Agarwal, Rosemary Arrojo, Christopher Bartlette, John Baust, Anne Brady, Heather DeHaan, Brandon Gibb, Natalija Mijatovic, Neil Christian Pages, Mark Poliks, Benita Roth, Hiroki Sayama, Edward Shephard, Sandro Sticca, Jennifer Stoeber, Sara Wozniak

Absent: Anne Bailey, John Cheng, Magdalena Czubak, Leslie Gates, Leslie Heywood, Sharon Holmes, Courtney Ignarri, Murali Jagannathan, Hyeyoung Kang, Jonathan Karp, Hoe Kyeung Kim, Ricardo Laremont, Dennis Lasser, Tongshu Ma, Gretchen Mahler, Robert Micklus, Dmitry Ponomarev, Gregory Robinson, Masatsugu Suzuki, Zachary Vigliani, Bruce White, Stan Whittingham, David Wilson, Lei Yu, Chaun Zhong, Shengsheng Zhou