

FACULTY SENATE COMMITTEE ANNUAL REPORTS

2012-2013

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Faculty Senate Budget Review Committee 2012-2013 Annual Report

The Budget Review Committee met once during the fall semester and four times during the spring semester. We discussed the detailed expenditures report for FY 2011-2012, spending while in progress during FY 2012-2013, and development of the budget for FY 2013-2014.

Important points that came out of our discussion include:

1. Expenditures in 2011-2012 finished in the black, and included retiring about \$ 2 million of BU's structural debt. About \$ 10 million of that debt remains, and we are on track to retire it over the next 4 years.
2. The 2012-2013 budget is on track to finish as planned. Final expenditures will be reported in November-December 2013.
3. We are nearing the end of the current 5-year SUNY capital plan through which most of the construction (both obvious and unseen) on campus has been funded. SUNY was preparing a new 5-year and 10-year plan, but the process is being changed in Albany so that SUNY will no longer have a separate capital plan. SUNY and individual SUNY campuses will now have to compete with all other state agencies as part of a "New York State Works" capital plan, which is projected to be about \$ 5 Billion over the next 5 years. The now tabled SUNY 10-year capital plan was for about \$ 12 Billion, so we have a similar sized pie, but a lot more people at the table. Under the new capital plan, projects will be evaluated in three categories: 1. new initiatives to support new programs; 2. projects to improve what we already do very well; and 3. funds for critical maintenance issues.
4. The legal judgment against Stony Brook (about \$ 160 Million) is projected to come from a mixture of State funds and Stony Brook funds. It does not appear that SUNY will extract a contribution from the operating budgets of the other campuses.
5. SUNY's downstate medical hospitals are losing moneys at an alarming rate. A large portion of that loss will come from the SUNY budget. What share will be extracted from the budgets of the individual campuses is not known. The Chancellor is developing a plan that will address healthcare in the area.
6. The 20/20 plan was approved, initially for 1 year, but now appears sure for 5-years. This will allow an ~3% increase in Undergraduate tuition per year for 5 years, and an ~10% increase per year in out of state and graduate student tuition. BU can also

add a \$75 "excellence fee" per year for 5 years. Some of this extra revenue goes back into TAP, some goes for scholarships (both need-based and merit), some goes for new faculty hires, and some is discretionary spending.

7. Cuts in state and federal budgets are likely to have an effect on Work Study funding, but no effect on Pell Grants or guaranteed student loans.
8. We are on track to add 30 net new faculty positions per year, in addition to filling existing faculty lines (in number but not necessarily by position or department) when they become vacant.
9. Most of the non-faculty related funds, which in previous budgets were distributed by complex negotiations between the deans, vice presidents, and the president were instead held for Road-Map projects. This mode of funding budget needs will likely remain for the next few years.

Future plans:

The Budget Review Committee of the Faculty Senate is charged

1. to review on a regular basis all institutional budgets *prior* to the presentation of such budgets to SUNY central, and *prior* to implementing campus budgetary policies; to report its findings to the Executive Committee of the Faculty Senate. The explicit intention of this charge is to have faculty involvement in budgetary planning *prior* to policy or budgetary implementation, including midstream budget changes;
2. to reflect, in their recommendations on the budget, the academic priorities and policies established by the Faculty Senate;
3. to seek advice as necessary from other faculty with expertise in the budgetary process;
4. to report periodically on the budget process to the Faculty Senate.

(Faculty Bylaws as of October 2013)

The ideals of a shared faculty-administration governance with regards to the budgetary process, as outlined in the Faculty Bylaws, is not the way the current budgetary process operates at BU. Our budget no longer goes through a formal review process at SUNY central, and as a result the Budget Review Committee has lost this window of opportunity to formally review the budget, before it is adopted by the campus administration. Although the Roadmap process did allow for significant faculty input into the budget process for the 2013-2014 year, a formal, integrated faculty input to the budget process is necessary. In addition, in recent years, the Faculty Senate has not explicitly established "academic priorities and policies" with regards to the budget, and as a result, the Budget Review

Committee has generally been left to interpret these priorities and make recommendations accordingly.

During the 2013-2014 academic year, one of the top priorities of the Budget Review Committee will be to work with the Administration and the Faculty Senate to re-establish a system in which the Faculty Senate can be more integrated into the campus budgetary process at a point where faculty priorities and policy goals can be considered in the distribution of campus resources.

Committee Members (2012-2013):

H. Richard Naslund, chair (Harpur-Geology); James Carpenter (Graduate School of Education); David Hacker (Harpur-History); Jonathan Krasno (Harpur-Political Science); Dennis Lasser (School of Management); Michael McGoff (Senior Vice-Provost – ex officio); Roy McGrann (Watson – Mechanical Engineering); Brendan McQuade (Graduate Student Representative); Donald Nieman (Executive Vice-President and Provost – ex officio); Edward Shephard (Libraries); Tom Sinclair (CCPA – Public Administration); Ethan Taubman (Undergraduate Student Representative); Gary Truce (Decker School of Nursing); James Van Voorst (Vice-President of Administration – ex officio).

Income and expenditures during the 2012-2013 budget cycle are summarized on the following page. All dollar amounts are in millions of dollars.

	2011-2012	% change 1 year	% change 5 year
ALL FUNDS SOURCES - INCOME			
State Purpose Funds			
General Operating	\$48.011	-12%	-30%
Campus Generated	\$103.069	9%	26%
Income Fund Reimbursable	\$64.448	17%	32%
Dormitory Income Fund	\$27.746	8%	24%
Research Foundation			
Program Direct	\$32.251	5%	30%
Program Indirect	\$5.773	15%	71%
Binghamton Foundation	\$12.578	-3%	10%
total	\$293.828	5%	12%

	2011-2012
OPERATING DISBURSEMENTS	
President	\$1.548
Academic Affairs	\$148.147
General	(11.704)
Grad School	(2.829)
Library	(10.344)
Harpur	(73.821)
Watson	(25.562)
SOM	(8.458)
SON	(6.802)
SOE	(3.997)
CCPA	(4.632)
Administration	\$101.864
Research	\$10.466
Student Affairs	\$23.470
External Affairs	\$8.334
total	\$293.828

Bylaws Review Committee Annual Report (AY 2012-13)

May 31, 2013

Members: Terry Deak, Alistair Lees, William Heller, Sara Reiter, Andrew Scholtz, Doug Summerville (chair), and Kelly Wemette.

The committee meets only when there is business to conduct. We met once on April 15th to discuss two items originating from the FSEC. These items, and the corresponding recommendations made to the FSEC, are detailed below.

1. *Pursuant to the recent memos from Provost Nieman regarding Bartleships where he indicated that Bartleships will be for a maximum of three years, the FSEC has briefly discussed the implications and have no objections to this. We did note however that the Faculty Bylaws in Article 1 e. Voting Faculty reads "There shall be a five-year limit to the voting status of Bartle Professors from the time of their initial appointment as Bartle Professor." and agreed that this needed to be forwarded to the Bylaws Committee.*

Recommendation:

There are four places in the bylaws that refer to the 5-year limit on the voting status of Bartle Professors. The committee presumes that 1) this wording was included to coincide with the length of the term of Bartleships and not to place a time limit on the voting status of Bartle Professors; and 2) that the current policy of limiting Bartleships to a maximum of 3 years can change in the future. Under these assumptions, the committee believes that the references in the bylaws to the five-year limit on Bartleships serves no useful purpose and that removing the language from the bylaws is better than having to update it whenever Bartleship term limits change. We therefore recommend the following bylaws changes (deletions indicated with a single stroke line through the text, additions indicated with underlines):

Article 1 e

Article 1e: Voting Faculty. The Chancellor, the President, the Provost, and all faculty members having academic rank (Professor, Associate Professor, Assistant Professor, Instructor, Librarian, Associate Librarian, Senior Assistant Librarian, and Assistant Librarian) and term or continuing appointment; the foregoing includes administrative appointees with concurrent academic rank and Bartle Professors. ~~There shall be a five-year limit to the voting status of Bartle Professors from the time of their initial appointment as Bartle Professor. (Approved by faculty in mail ballot in April 1997)~~ Persons having temporary academic appointments or qualified academic rank may be included in the Voting Faculty upon the recommendation of the appropriate academic units and with the approval of the Provost.

Article 5, B 3c and B 3d

c. Membership of Senior Personnel Committees. All full professors on continuing appointment shall serve on the Senior Personnel Committee to consider cases of professors and associate professors, except when their own case is being considered. Bartle Professors holding the title of full professor who agree to serve on this committee during a given academic year, ~~and within a five-year limit from the date of appointment as Bartle Professor;~~ shall do so. (Approved by faculty in mail ballot in April 1997) ...

d. Membership of Junior Personnel Committees. All full professors and associate professors on continuing appointment shall serve on the Junior Personnel Committee to consider cases of those below the rank of associate professor. Bartle Professors holding the title of full professor or associate professor who agree to serve on the Committee during a given academic year, ~~and within a 5-year limit from the date of appointment as Bartle Professor;~~ shall do so. (Approved by faculty in mail ballot in April 1997) An academic subdivision...

Article 5: D 2

Conditions of Service. Only voting faculty on continuing appointment and holding the rank of associate or full professor, including Bartle Professors in those titles who agree to serve ~~within the five-year limit stipulated in Article I.e. above (Voting Faculty);~~ (Approved by faculty in mail ballot in April 1997) shall be eligible to serve on the AUPC.

2. *The FSEC unanimously recommends the following change to the Bylaws under Article III, B. 5b Composition:*

Suggested Change:

*Composition. The Executive Committee shall consist of sixteen (Approved by faculty March 2012) members of the State University of New York at Binghamton voting faculty. Administrative officers with concurrent academic rank are not eligible for election to the Executive Committee nor may they serve as an observer on the Executive Committee. These include but are not limited to: the president, the provost, vice presidents, vice provosts, the deputy to the president, **and** the deans and associate deans, ~~and the directors and associate directors (Approved by faculty in mail ballot in September 2009) of the library and athletics. (Approved by faculty in mail ballot in November 2007).~~*

Rationale

It is believed that this wording was added:

- *When Athletics had faculty members, and*
- *Before John Meador was made Dean of the Library. When he was Director, he had a faculty member who was an Assistant Director.*

Recommendation:

The committee concluded that the rationale provided was not enough to make a recommendation. It appears that some of the wording to be removed corresponds to positions that no longer exist (e.g., the Director of the Library) and is no longer necessary. However, the rationale provided by the FSEC (particularly bullet 2) seems to suggest that some faculty are currently being prevented from serving on the FSEC and that this change is necessary to remedy that. If the latter is the case, we would like the FSEC to clarify the rationale for the proposed change, specifically indicating the titles (not the names) of faculty who fall under this category.

CONVOCATIONS COMMITTEE 2012-2013 ANNUAL REPORT

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 funding came from the Presidents' Office (\$5,375) and the Student Association (\$5,375) for a total of \$10,750. Our available funds for the year, including the carryover from 2011-2012 (\$10,063) and new allocations, totaled \$20,813. Disbursements this year totaled \$12,540 (excluding agency fee) leaving a balance of \$8,573 forward into the 2013-2014 academic year.

The convocations committee is comprised of 3 faculty members, 3 administrative members (President's office, Campus Life, and Provost's office designees), 3 Student Association representatives, and a Graduate Student Organization representative. The GSO's representative never attended the meetings during this term.

Each new funding request is discussed during committee meetings. Final decisions are made through voting by the committee members. In a great majority of cases, decisions are unanimous. Student members' contributions are invaluable during discussions. As SA representatives, they are closely familiar with most events that request funding and provide a unique perspective and insight that contribute to funding decisions.

The Convocations Committee received applications to support 24 separate events. Of those 24 applications, 23 were funded. Disbursements ranged from a minimum of \$250 to a maximum of \$1,600. The committee denied one application, because the committee unanimously felt that this particular activity did not meet the committee's criteria for funding.

Due to the abundance of funds, convocations committee advertised its function through various student association committees and meetings. We plan to continue our publicity efforts through the 2013-2014 academic year through the Student Association. If necessary, the committee feels Pipe Dream, BU Inside or Dateline may also be used for advertising.

Benjamin Andrews from the libraries has agreed to chair the committee starting Fall 2013.

A detailed documentation of funding sources and disbursements is presented below.

Convocations Committee Membership (2012-2013)

Laura Anderson (Harpur/Math)
Benjamin Andrews (Libraries)
Serdar Atav (Chair, DSON)
Don Greenberg (Undergraduate)
Jennifer Keegan (Administrative App.)
Shanise Kent (Provost, ex officio member)
Reed Maxwell (Graduate)
Aaron Ricks (Undergraduate)
Brian Rose (President, ex officio member)
Joanna Wallace (Undergraduate)

Convocations Committee Funding and Disbursements
Fall 2012 – Spring 2013

	BALANCE FORWARD		\$10,063
	New Allocations		
	President's Office	\$5,375	
	SA	\$5,375	
	Total New Allocations		\$10,750
	TOTAL FUNDS AVAILABLE F12 - S13		\$20,813
October 2012	Writing by Degrees	\$250	
	BUUGCAT - Algebra & Topology	\$680	
February 2013	Binghamton Research Days	\$1,000	
	Crossroads - Int. Literature Fest	\$300	
	Anthony King-Dept. Of Art History	\$300	
	Shifting Tides - English	\$360	
	Crossing the Boundaries - Art History	\$550	
	BSU - Reverend Run	\$1,000	
	Chabat Purim	\$1,000	
	Black Unity - Hair Show	\$100	
	TED X	\$1,600	
March 2013	Charles Drew Minority Pre Health Society Medical School Fair/Alumni Banquet	\$200	
	A look into North Korea's Unknown Tomorrow's Hope in N. Korea	\$750	
	Women in the Workforce Dorm Room Diplomacy	\$150	
	Yom Ha'atmaut Hillel at Binghamton	\$400	
	BUGC 30th Ann. Celebration BUGC-BU Gospel	\$900	
	Shabbat 1500 Chabad of Binghamton	\$500	
	Freedom Rider Joan Mulholland Pi Eta Chapter of Delta Sigma Sorority	\$250	
	Etiquette Dinner PFC - Prof. Fraternit Council	0	
	Global Health Conference - Universites Allied for Essential Meds	\$300	
May 2013	LSAU- Quimbamba Dance Team	\$750	
	CEMERS- Boccaccio at 700	\$700	
	Men of Color Scholastic Society – Alumni Conference	\$250	
	LACAS – Umpierre-Herrera	\$250	
	Total Disbursements		\$12,540
	BALANCE FORWARD		\$8,273

Faculty Senate EPPC
Annual Report 2012-2013

OVERVIEW: The principal topic of discussion in the EPPC for the year was implementation of the guidelines for how various curriculum issues should be handled. These guidelines (attached) were approved by the Faculty Senate in May 2012 as a change to the charge of the EPPC. Various items came to the EPPC during the year and we discussed, together with the Faculty Senate Executive Committee, how they should be handled under the new guidelines.

Here is a summary of the issues coming to the EPPC in 2012/2013:

Issue	Discussion	Resolution
The EPPC discussed, suggested changes, and forwarded the CCPA Doctoral Proposal to the EPPC in 2011/2012.	The proposal was discussed by the FSEC and the faculty senate in Fall 2012. The EPPC chair was involved in the FSEC discussion of the proposal.	The proposal was approved by the Faculty Senate in fall 2012.
The administration recommended a change to the summer school policy limiting students to eight credits per session (as opposed to 8 credits plus a PE course)	The EPPC felt that proposed changes in administration policies such as this do not have to be approved by the full senate and sent the issue to the FSEC with our recommendation for approval.	The FSEC discussed and approved this policy change,
The EPPC was asked to consider issues relating to courses (winter session) starting or ending outside of term dates.	We asked for more information from the registrar about the issues involved.	The immediate issue was resolved by the unit and discussion was not continued.
The committee was asked to look at several changes to majors in Harpur and Watson: Sociology, LACAS, Math Actuarial BS and BA, and Bioengineering	The changes to majors in Harpur were considered to be minor, regular updates such as would be expected for a major that had not been revised for a number of years. There were no changes to the structures of the degrees. The EPPC discussed the more extensive changes to the Bioengineering degree, which had already been implemented, with the Director, John Fillo.	The FSEC approved the changes.

The committee was asked to discuss the removal of the PPL track in Western Law and Government.	The EPPC felt that the discontinuance of a track should be discussed but does not require full faculty senate approval like the discontinuance of a program or major.	The FSEC approved the discontinuance.
The EPPC was informed about a new track in Taxation in the MS Accounting Program.	Since this is a new track within an existing program and not a new degree, it was decided that full Faculty Senate approval was not required.	The FSEC approved this track.

Respectfully submitted,

Sara Reiter, Chair Educational Policies and Priorities Committee

Committee members

Sara Reiter, chair	H. Richard Naslund
Laura Anderson	Donald Nieman
Diviani Chaudhuri	Erin Rushton
Samantha Jewell	Susan Strehle
Donald Loewen	Marisa Sweeney
Patrick Madden	Alvin Vos
Michael McDonald	

EDUCATIONAL POLICY AND PRIORITIES COMMITTEE

Charge:

1. to review existing educational objectives and recommend to the Faculty Senate such modifications as will assure a rational and coherent body of policy and educational objectives for the programs, schools, colleges, or departments;
2. to recommend new programs compatible with the educational objectives of the State University of New York at Binghamton;
3. when questions are raised concerning the relation of an existing or proposed program to the State University of New York at Binghamton's objectives, to consider such questions and recommend appropriate action to the Faculty Senate, including where necessary a recommendation that priority of support be granted to a program, school, or college, to meet the University's objectives;
4. along with the Executive Committee (and when appropriate, the Budget Review Committee) review administrative proposals requiring expeditious action. Such review shall include but not be limited to the creation or elimination of, or significant increases or decreases, in the funding and/or personnel of programs, schools, colleges, or departments.

Guidelines for approval of academic programs and departments through Faculty Senate

(approved by Faculty Senate May 8, 2012)

There are various types of curricular matters that must be reviewed or approved by the faculty:

New degree programs, suspension or elimination of degree programs, new majors, and new certificate-for-licensure programs that are registered with the state – must follow the procedures for New Degree Programs below.

Proposals for Combined Degree Programs (bachelor-master, colloquially referred to as 3+2, 4+1), Dual Degree Programs (master-master), , new minors, and all new “local”(cluster of courses already offered) certificate programs – are submitted to the EPPC and Faculty Senate Executive Committee for information and to the Graduate Council for information and advice if graduate degrees are involved. The EPPC may decide to undertake additional review or the FSEC may ask the EPPC to undertake additional review.

All proposals for certificates, majors, minors or any other form of curricular program that do not go through curricular review at the school level (Harpur College, the Watson School of Engineering and Applied Science, the School of Management, the Graduate School of Education, the School of Nursing, the College of Community and Public Affairs, the Graduate School) must be reviewed by the EPPC. This EPPC review may apply to interdisciplinary programs or programs under the auspices of the Provost’s office when there is no review by the appropriate school or college listed above. In these cases, the EPPC will act as the curriculum committee reviewing and approving these proposals.

No notification or review is required for routine changes to existing majors, minors, certificates and degree programs. The EPPC must be notified of any changes that require State Education Department approval.

All proposals for establishment of new departments and other academic units or elimination of existing units require review by the Faculty Senate (including those mandated by the Board of Trustees). Proposal review should follow the same procedures outlined above for degree programs (including the routing hierarchy) including the additional information listed below.

New Degree Programs

Degree proposals submitted to SUNY System Administration and the State Education Department must follow specific guidelines and provide specific kinds of information. In addition, a local template in current use, called "The Academic Business Plan" guides proposals through a series of topics designed to make comprehensive sense of the feasibility, benefit, cost, and ongoing viability of each new degree proposal. Program proposals submitted to the faculty will mainly consist of the more detailed Academic Business Plans. All proposals in either form need to address the following issues:

- a. Justification for the program. This should include the pedagogical need for the program and how it fits within the University's mission and goals.
- b. Curriculum for the program. This should include a summary of courses, exam structure, and other program requirements, distinguishing those that exist and those that need to be created; how the curriculum compares with similar programs at peer institutions.
- c. Resources needed for the program. This should include a summary of necessary resources (such as faculty, graduate student, and staff positions and other financial support) and the short- and long-term institutional costs and revenue from the program. Sources of necessary short-term costs need to be identified.
- d. Evidence of consultation with related units across campus and commentary from programs that might be affected.
- e. Evidence of support from any off campus programs or other entities that will participate.

The normal procedure would be:

1. For Graduate programs, the proposing unit prepares a Letter of Intent (LOI) for submission to SUNY Systems Administration. The LOI must be approved by the Dean of the unit, the Graduate School and the Provost. If approved, it would be sent by the Provost's Office to SUNY. A draft of letter is sent to Faculty Senate Executive Committee (FSEC) for informational purposes at least one week prior to submission to System Administration. SUNY System approval of the LOI is required before a Formal Proposal can be submitted to the campus approval process.
2. The Formal Proposal for undergraduate degree is approved at the school level before submission to the Educational Policy and Priorities Committee (EPPC) for initial action on behalf of the Faculty Senate. The Formal Proposal for a graduate degree is approved at the school level and by the Graduate Council before submission to the EPPC.
3. EPPC reviews the proposal and makes recommendation to Faculty Senate Executive Committee. EPPC's principal role is, in the words of the committee's charge, to ensure that the proposal is "compatible with the educational objectives of the State University of New York at Binghamton" and that it is pedagogically and fiscally viable. EPPC will announce its agenda to the campus and seek input from all relevant academic units. EPPC's

recommendation could include requests for additional information, and EPPC retains the option of returning a proposal to the originating department for further work before it is forwarded to the Executive Committee. If possible, external review documents, if any, should be submitted to EPPC together with the proposal.

4. The Faculty Senate Executive Committee considers the recommendation of the EPPC and makes a recommendation to the Faculty Senate. This recommendation could include a request for additional information, and the FSEC retains the option of returning a proposal to the originating department for further work before it is forwarded to the Faculty Senate.
5. The Faculty Senate makes a recommendation to the President regarding the proposed degree program.
6. Degree proposals may undergo revision between the time they are initially developed and approved internally on campus and when they are submitted to System Administration, in response to recommendations from external reviewers. The Provost will submit the final version of the degree proposal to the Faculty Senate Executive Committee at least two weeks prior to planned submission to System Administration. The FSEC reviews the final proposal and may decide to seek additional endorsement by the full Faculty Senate if substantive changes have been made to the initial proposal approved by the Senate.
7. The EPPC may re-review new programs within 3-5 years, using information gathered through the assessment process and/or additional reasonable data requested from the program. In the event of such a re-review, EPPC will inform the FSEC of any concerns that arise.
8. The EPPC will be copied on the final report to the President for the seven year reviews mandated by SUNY.

Additional required information for review of proposals for New Departments and Other Academic Units:

- a. Need for a new department structure. This could include addressing the need to change from an existing program to a department or the justification for starting a new department.
- b. Relationship of proposed department to existing programs. This should include supporting documentation from existing departments/academic units that may be affected by creation of the new department.
- c. Resources necessary to develop new department. This should include summary of new positions needed (faculty, staff, etc.), sources of funding for new positions and/or possible replacement of existing positions in other programs that may get transferred to the new unit.

Composition:

Seven faculty, all tenured, distributed as follows:

1. four from Harpur College of Arts and Sciences, with a minimum of one from Humanities and Fine Arts, one from Social Sciences, and one from Science and Mathematics

2. three from the Professional Schools (Thomas J. Watson School of Engineering and Applied Science, Graduate School of Education, College of Community and Public Affairs, School of Management, Decker School of Nursing, and the Library) *(approved by faculty March 2012)*
3. two undergraduate students
4. one graduate student

Additional non-voting members whose expertise would contribute to the committee's function may be added at the discretion of the committee chair, subject to the approval of the Executive Committee. The term of office of such appointees shall be the same as that of the committee's elected members.

Faculty Senate EOP Committee **Annual Report 2012-2013**

The Faculty Senate Educational Opportunity Program Committee meets twice per academic year, or more frequently if needed. John W. Frazier, SUNY Distinguished Service Professor and Professor of Geography in Harpur College and Arts & Sciences, chaired the Committee during the 2012-2013 academic year.

The EOP Program Committee, in addition to advising EOP Director Randall Edouard on policy in a wide range of matters, and the selection criteria for entering EOP students, promotes dialogue between EOP and other units, and coursework and tutorial services for EOP students.

Budget and Productivity

By late April, 2012, although the 2013-2014 budget picture in Albany was unclear for EOP, the Director and Committee were optimistic regarding future funding due to the continuing productivity of the Binghamton EOP Program. In fact, the Director reported to the Committee that the Binghamton Educational Opportunity Program had been given an indication that the Binghamton EOP will receive an increase in funding, one of few increases to any entity in the system. Binghamton EOP performance statistics support the exceptional achievements of Binghamton EOP that justify this increased support. Overall performance statistics for Fall 2012 included: 92% in good academic standing, 45% with at least a 3.0 cumulative average, and only 8% on academic probation. The EOP graduation rate is 75%, which is the highest for any EOP Program in the State of New York, and quite comparable to the overall New York State graduation rate. Finally, Binghamton EOP retention rates are very high, especially for current sophomores (90%) and freshman (100%). The 2012 Binghamton Enrichment Program cohort performed at even a higher academic level than the overall group, with 98% having at least a 2.0 cumulative GPA and 64% having a 3.0 or higher GPA by the end of Fall 2012.

Current and Future Plans.

The Binghamton EOP Program scheduled its EOP Recognition Ceremony for 2013 graduates for Friday, May 17, 2013 at 3 PM. Also, the EOP staff has been actively planning the Binghamton Enrichment Program for Summer 2013. All instructors/professors, teaching assistants, and tutors were hired and their preliminary meetings and training programs had started by April 2013. EOP staff also had organized two summer EOP Orientation Programs for parents and students, one Downstate and one Upstate. The Summer Enrichment program will operate between July 5 and August 2, 2013.

One of the changes in the 2013 BEP will be an adjustment in the number and types of classes taken by BEP students for academic credit. Previously, due to the considerable support of the Provost's Office, EOP experimented with two 4-credit courses, one in Geography (103 P Multicultural Geographies of the U. S.) and one in Human Development (HDEV Culture and Context in Development), during the previous Summer Binghamton Enrichment Program (BEP). These credit-bearing courses provided an introduction to critical thinking, testing, and writing, while relating learning to social contexts and the importance of social institutions. Students also enrolled in two non-credit courses, in Math and Writing. In BEP 2013, students will enroll for either Geography or Human Development, while taking Math and Writing for credit. The decision to have students enroll in three courses for academic credit, rather than four, was based on a desire to maximize their introduction to a range of courses while avoiding the unacceptable student stress that would result from four courses and potentially threaten student performance.

The 2013 BEP class has been authorized for 135 students. There is hope that that number will increase slightly. By late April 2013, 101 BEP students had accepted offers of admission. These were drawn from a very substantial number of applications and there is also a waiting list of strong applicants. It was noted in Committee that a number of the current EOP admits would be regular admits at other SUNY institutions. The 2013 class looks very strong academically.

Looking Forward.

Looking to the future, the Committee discussed issues and ways to improve communications with alumni, new applicants, and current EOP students. A pressing and unresolved issue is the challenge for the Program to provide adequate stipends for student textbooks. The discussion surrounding the desire to improve communication channels was linked to this funding challenge for textbooks. Committee members suggested the importance of communication with alumni and others could result in contributions to the EOP Program that could assist students. One suggestion for communication was the provision of information that would inspire alums and others to contribute. For example, although not provided as a scholarship, the BEP Program provides funding that is crucial to the success of many EOP freshmen. Information about the NYS investment by way of the actual cash value of the EOP Summer Enrichment Program for each student could be presented in a positive light to alumni and others through a newsletter. The value could be described financially and linked to student academic outcomes. The remaining student costs not covered by state funding also could be presented. Such information related to state investment and the value of BEP could be perceived and communicated as a very significant achievement, while making an appeal for donations.

Another related suggestion involved the creation and distribution of an EOP Newsletter that could be published and distributed electronically. This would minimize costs. Such a newsletter could be developed, written, and distributed by EOP students under the supervision of EOP staff and faculty volunteers.

Finally, it was also suggested that study abroad opportunities should be emphasized to EOP students and funding assistance should be explored. It was noted that international education is becoming increasingly important to undergraduate education. These ideas will be placed on the EOP Committee Fall agenda.

Summary.

In summary, the Binghamton University Educational Opportunity Program, under the leadership of EOP Director Randall Edouard, has continued its strong performance due to the that leadership and staff dedication that has created exceptional academic standards of excellence for students. The Program continues to critically evaluate its programs and procedures in order to maximize positive outcomes for entering freshmen and all EOP students. The measurable results underscore the success of these efforts and the Committee is considering new challenges and ideas that may impact future EOP students.

Respectfully submitted,

John W. Frazier
Chair, EOP Program Committee

Committee Members:

Almonte, David	Kane, Katie
Delgado, Anneth	Kang, Hyeyoung
Edouard, Randall	Laats, Adam
Francis, Reba	Maramba, Dina
Frazier, John	Mena, Jeffrey
Gaddis Rose, Marilyn	Murphy, Jill
Gyamfi, Teddy	Palmer, Robert
Hampton, Valerie	Plant, Townsend
	Plassmann, Florenz

Faculty Senate Intercollegiate Athletics Committee
Annual Report 2012-2013

The Faculty Senate Intercollegiate Athletics Committee (IAC) met twice in 2012-13. In addition, IAC Chair Mike Lewis met with individuals and small groups and reported back to the full committee on several matters.

The IAC continued to discuss and oversee the process by which Athletics works with the Office of Student Records to certify student-athletes as eligible for competition. The procedure includes a by-hand inspection of each student-athlete's academic record and progress toward degree. Student DARS reports help inform the process, but different rules in different Binghamton schools and departments, along with details of the NCAA rules defining student-athlete progress toward degree, require individual attention to each of the 400+ student-athletes' records, once each semester. Through Spring 2013, Dave Eagan (Binghamton's NCAA compliance officer) and Ed Scott (Assoc. AD for Student Services) have carried out the process within Athletics, and have sent the results to the Registrar's office for official university certification.

Eagan and Scott have been concerned for some time about possible errors in the process, and that so much of the process is completed within Athletics. Complicating matters is the University's move toward DegreeWorks for maintaining academic progress toward degree for all students. Amber Stallman (Assoc. Director for Student Records) reports that DegreeWorks apparently can be customized to track student-athlete eligibility, once all the various rules and details for each department are coded into the system. However, DegreeWorks will store academic records of only incoming freshmen, starting in Fall 2013; all student-athletes will not be in the system for at least 3 years, and it is not yet clear how difficult it will be to correctly apply academic progress rules within DegreeWorks to use it for academic eligibility of student-athletes.

IAC Chair Lewis met with Eagan, Scott, Stallman, and Dennis Chavez (Director of Student Records) to help design changes to procedures that could alleviate some of the Athletics Department's concerns. Ultimately, to remove the perception that the academic certification occurred too much within the Athletics Department itself, President Stenger approved a change that moves Eagan's position to now reside with Academic Affairs, with a dotted line report to Athletics. Eagan and Scott (and others) will continue to carry out the academic certification process each semester. In addition, Academic Affairs, Athletics, and Student Records will continue to work to enable DegreeWorks to drive the process and help reduce the possibility of human error. The IAC will continue to monitor changes to the academic certification process and will continue to facilitate conversations between various departments if necessary.

The IAC also reviewed student-athlete academic summary data supplied by Ed Scott in both the fall and spring semesters. Reports are organized by both team and individual, and include average weighted GPA's and student-athlete counts by specific thresholds (e.g. below 2.0, above 3.0, etc.). The committee was satisfied with the academic performance of student-athletes.

Finally, the IAC looked at improving the process by which the Student-Athlete Success Center receives mid-semester feedback from professors about the progress of student-athletes in courses. Currently, a single mid-semester progress report request is sent to faculty members by the Discovery Program, and is used to learn about the progress of several different offices and departments, including Athletics. IAC Chair Lewis attended a meeting of the committee that

helps put together and distribute the progress report requests. The return rate is currently somewhat low (50%), thereby limiting the effectiveness of the forms in identifying student-athletes for targeted help to bring up grades. The committee discussed strategies for increasing the return rate.

Ed Scott is reluctant to administer special forms for student-athletes, preferring to utilize a program that supports other departments along with Athletics. Scott and Men's Basketball Coach Tom Dempsey, however, have designed and will administer specific feedback forms for Men's basketball players to track their progress. The IAC will inquire about the effectiveness of this program, and of the mid-semester evaluation feedback in general, in 2013-14.

Respectfully submitted,

Michael J. Lewis, Committee Chair

Committee members

Neil Christian Pages

Loretta Mason-Williams

Edward Corrado

Mohammad Bishawi (male undergraduate)

Traci Rubin (female undergraduate)

Cindy Cowden (VP for Student Affairs designee)

Jim Stark (Faculty Athletics Representative)

Terry Deak (Chair, Intercollegiate Athletics Board – ex officio)

Ed Scott (Assoc. Athletics Director for Student Services – ex officio)

Faculty Senate Library Committee
Annual Report 2012-2013

The committee met once on January 31, 2013 in Dean Meador's conference room. Dean Meador had circulated a PDF copy of the Fall 2012 Library Links news letter to the members of the committee prior to the meeting.

Topics discussed included 1) Digitalize On Demand where content can be saved as PDF or MP3 plug in, Budget, 3 Library and Roadmap; and Rosetta data management

Budget constraints continue and Dean Meador reported on how he had met increasing demand at a time of severe budget cutbacks. New program proposal noted in Roadmap for Pharmacy School will increase cost to library. Another proposal being considered it having the Library join the Association of Research Libraries. The other three SUNY centers are members but we do not currently belong. Dean Meador believes it would take a permanent base increase of \$5 Million to get us into ARL but metrics for this organization are continuing to change.

The Library continues to digitalize and the Librarians have created several learning modules on Information Literacy that are available for distance education. There is also a learning module on ethics and plagiarism available. We are currently using Rosetta as a data management system for permanent digitalization. Rosetta can also store data sets.

Positive – continued increased use of Library space by students. New pads purchased for mobil library lending program.

Biggest issues facing the library are increasing costs, budget restraints and increasing resources demands from Library.
Respectfully submitted,



, Committee Chair

6/12/2013

Committee members

Pam Stewart Fahs, Chairperson, Decker School of Nursing

Lei Yu Watson/Computer Science

Rosemary Arrojo, Harpur/Humanities/English

Schott Henkel Harpur/Humanities/English

Gerald Kadish, Harpur/Social Sciences/History

Sol Polachek, Harpur/Social Sciences/Economics

Jill Dixon, Libraries

Andrew Topal, Undergraduate Student Representative

Yoo Won Shin Undergraduate Student Representative

Divani Chaudhuri Graduate Student Representative.

George Bobinski, School of Management (ex-officio)

John Meador, Libraries (ex-officio)

Faculty Senate Professional Standards Committee
Annual Report 2012-2013

The Professional Standards Committee has nothing to report.

Respectfully submitted,

Marilyn Gaddis Rose, Committee Chair

Committee members

Sharon Bryant, DSON

Carol Miles, Biology

Sungdai Cho, Asian and Asian American Studies

Caryl Ward, University Libraries

Report of the University Undergraduate Curriculum Committee 2012 – 2013

During the 2012-2013 academic year, the UUCC continued its work certifying courses that meet Binghamton University General Education requirements and deciding on student petitions related to General Education requirements.

Additional committee activities included:

- Met with Allison Alden from the Center for Civic Engagement (CCE) concerning academic course designation for course with a community service component. CCE will: 1) work with the faculty members of its Advisory Council to generate a detailed list of quantified criteria to use as a standard for ASL and CCC courses, 2) will contact the Committee to discuss these, and then 3) upon approval, the faculty members of the CCE Advisory Council will serve as the review board for courses being considered for the ASL and CCC designation. CCE will report annually to the UUCC. The UUCC would like to receive an annual report on these courses, beginning with the 2013-2014 academic year. The committee suggested that this report include the following information:
 - Information on courses offered and numbers of students enrolled.
 - The UUCC suggests that the CCE advisory committee annually review its guidelines, definitions, and process, and include information on any updates or revisions in the report to the UUCC.
 - The report will include a copy of any data collected for SUNY or reports submitted to SUNY, as well as any reports/data you are preparing for the Carnegie application.
- The UUCC met with Elizabeth Carter, Executive Director of Student Services and Debbie Clinton-Callaghan, Senior Associate Director of New Student Programs concerning the switch of the HDEV 105, Freshmen Year Experience courses to a UNIV 101 rubric. Results of the discussion included the following:
 - The committee believes a course like UNIV 101 is something the University needs to offer to its students.
 - Since the proposed UNIV 101 course would not be offered until Spring 2014, the committee would like to see the revised syllabus for the new UNIV 101 rather than the existing syllabus for HDEV 105 before making a decision on the course.
 - It was suggested that Liz Carter, Don Loewen, and others discuss first-year experience courses such as HDEV 105 and HARP 101 further to look at what the University is trying to do with these types of courses and how best to accomplish these goals.
- The UUCC undertook a review of Composition (C) course syllabi in an effort to ascertain if the courses were meeting the requirement mandated by the Faculty Senate. The review was for courses that were offered during the fall and spring semesters as well as the winter intersession. Results of the review are attached.
- As a result of the above review, the UUCC met with undergraduate directors and chairs of Departments that typically submit a large number of courses for the Composition general education designation. The UUCC had concerns that many of the syllabi were not meeting the requirements as set forth by the Faculty Senate. The meeting was very fruitful in articulating to the faculty members what the Committee was expecting in C course submissions, and the Committee learned about some of the difficulties instructors of C

courses face. The goal is for the Committee to develop more extensive guidelines for C course instructors to submit courses.

- The UUCC met with undergraduate directors and chairs of Departments that typically submit a substantial number of courses requesting the Global Interdependencies (G) general education designation. The purpose of the meeting was to help faculty members understand what the Committee was expecting in the G submissions. The meeting was also beneficial to the Committee members because it helped us to understand how the requirements were being interpreted. The discussion at the meeting was fruitful and provided both groups with a better understanding of the requirements and their interpretations. The goal is for the Committee to develop more extensive guidelines for G course instructors to aid them when submitting courses.
- The UUCC considered a UNIV course, UNIV 380A, the Binghamton Microcosm proposed by Kevin Wright. The committee will approve this two-course sequence for creation as UNIV courses under the following conditions:
 - UNIV courses are subject to an annual review by the UUCC and could not be re-offered without the UUCC's expressed permission.
 - Provide the UUCC with an assessment of the course, including written student evaluations of the course, at the end of the 2013-2014 academic year. The UUCC requests that this assessment also include copies of the syllabi and course materials (such as handouts).

The Chair and the committee would like to express its gratitude to Liz Abate, our coordinator of General Education and Assistant for Undergraduate Education, for the outstanding assistance and coordination she always provided. And the Chair would like to express his appreciation to the members of the committee who consistently worked through our agenda with collective acumen and good judgment.

Attached, as required, is this year's report on university-wide course offerings under the following rubrics: SCHL, GLST, and CDCI.

Respectfully submitted,
Mark Reisinger, Committee Chair

Committee Members:

Les Lander, Computer Science,

Laura Anderson, Mathematics

Lisa Hrehor, Health and Physical Education

Michael Lawson, Human Development

Ingeborg Majer-O'Sickey, German and Russian Studies

Sarah Maximiek, Library

Carolyn Pierce, Decker School of Nursing

Sara Reiter, School of Management

Jim Stark, Art

David Ostrom, undergraduate student

Liz Abate

Terrence Deak

Florenz Plassman

Don Loewen

Academic Period	Subject	Number	Section	Title	First Name	Last Name	Max Enrollment	Max Credits
Fall 2012	CDCI	385	01	Prof Internship Pgm Oral Comm	Felicia	Moreira	15	4
Fall 2012	CDCI	385	02	Prof Internship Pgm Oral Comm	Stephanie	Vlajic	15	4
Fall 2012	CDCI	385	04	Prof Internship Pgm Oral Comm	Jeffrey	Horowitz	15	4
Fall 2012	CDCI	385	05	Prof Internship Pgm Oral Comm	Erik	Colon	15	4
Fall 2012	CDCI	385	18	Prof Internship Pgm Oral Comm	Felicia	Moreira	15	4
Fall 2012	CDCI	385	25	Prof Internship Pgm Oral Comm	Maria	Romero	15	4
Fall 2012	CDCI	385	26	Prof Internship Pgm Oral Comm	Maria	Romero	15	4
Fall 2012	CDCI	395	04	Professional Internship Pgm	Benjamin	Smith	15	12
Fall 2012	CDCI	395	06	Professional Internship Pgm	Keith	Tondeur	15	12
Fall 2012	CDCI	395	07	Professional Internship Pgm	Benjamin	Smith	15	12
Fall 2012	CDCI	395	08	Professional Internship Pgm	Daniel	McCormack	15	12
Fall 2012	CDCI	395	09	Professional Internship Pgm	Daniel	McCormack	15	12
Fall 2012	CDCI	395	13	Professional Internship Pgm	Beth	Riley	15	12
Fall 2012	CDCI	395	17	Professional Internship Pgm	Bridget	McCanesaunders	25	12
Fall 2012	CDCI	395	20	Professional Internship Pgm	Dara	Raboyicciano	20	2
Fall 2012	CDCI	395	21	Professional Internship Pgm	Kevin	Wright	15	12
Fall 2012	CDCI	395	22	Professional Internship Pgm	Benjamin	Smith	15	2
Fall 2012	CDCI	395	23	Professional Internship Pgm	Allison	Alden	15	12
Fall 2012	CDCI	395	24	Professional Internship Pgm	David	Hagerbaumer	30	12
Fall 2012	CDCI	395	30	Professional Internship Pgm	Kimberly	King	20	2
Fall 2012	CDCI	491	05	JC Mentor UG Teaching Asst	Margaret	Mitzel	1	4
Fall 2012	CDCI	496	01	Johnson City Mentor Program	Karen	Cummings	25	2
Fall 2012	CDCI	496	02	Johnson City Mentor Program	Steven	Knepp	25	2
Fall 2012	CDCI	496	09	Johnson City Mentor Program	Erik	Colon	25	2
Fall 2012	CDCI	496	35	Johnson City Mentor Program	Daniel	McCormack	25	2
Fall 2012	CDCI	496	36	Johnson City Mentor Program	Daniel	McCormack	25	2
Fall 2012	CDCI	496	40	Johnson City Mentor Program	Daniel	McCormack	25	2
Fall 2012	GLST	392	01	In-Country Study Abroad Sem	Polya	Brandoff	20	1
Fall 2012	GLST	392	05	In-Country Study Abroad Sem	Polya	Brandoff	14	1
Fall 2012	GLST	392	06	In-Country Study Abroad Sem			14	1
Fall 2012	GLST	392	07	In-Country Study Abroad Sem			14	1
Fall 2012	GLST	490A	02	Global Studies Capstone Sem	William	Pavlovich	13	2
Fall 2012	GLST	490A	03	Global Studies Capstone Sem	David	Gerstle	13	2
Fall 2012	GLST	490A	04	Global Studies Capstone Sem	David	Gerstle	11	2
Fall 2012	GLST	490A	05	Global Studies Capstone Sem	William	Pavlovich	11	2
Fall 2012	GLST	490B	03	Global Studies Capstone Sem	David	Gerstle	3	4
Fall 2012	SCHL	127	02	Thinking Like Leonardo DaVinci			55	2
Fall 2012	SCHL	227	55	Leadership, Proj Mgt, Service	William	Ziegler	15	2
Fall 2012	SCHL	280E	01	Plantation Landscapes	Dale	Tomich	17	4
Fall 2012	SCHL	327	01	Schirs 3: Worlds of Experience	William	Ziegler	60	0

Fall 2012	397	01	Scholars Independent Study	William	Ziegler	10	4
Fall 2012	427	01	Scholars 4: Capstone	William	Ziegler	60	0
Spring 2013	385	11	Prof Internship Pgm Oral Comm	Felicia	Moreira	15	4
Spring 2013	385	12	Prof Internship Pgm Oral Comm	Felicia	Moreira	15	4
Spring 2013	385	14	Prof Internship Pgm Oral Comm	Stephanie	Vlajic	15	4
Spring 2013	385	15	Prof Internship Pgm Oral Comm	Jeffrey	Horowitz	15	4
Spring 2013	385	16	Prof Internship Pgm Oral Comm	Erik	Colon	15	4
Spring 2013	385	20	Prof Internship Pgm Oral Comm	Courtney	Ignarri	20	4
Spring 2013	385	38	Prof Internship Pgm Oral Comm	Courtney	Ignarri	12	4
Spring 2013	395	04	Professional Internship Pgm	Benjamin	Smith	19	2
Spring 2013	395	05	Professional Internship Pgm	Kevin	Wright	5	12
Spring 2013	395	08	Professional Internship Pgm	Daniel	McCormack	20	12
Spring 2013	395	09	Professional Internship Pgm	Daniel	McCormack	15	12
Spring 2013	395	17	Professional Internship Pgm	Jazell	Johnson	17	12
Spring 2013	395	18	Professional Internship Pgm	Wendy	Neuberger	15	4
Spring 2013	395	19	Professional Internship Pgm	Ryan	Yarosh	15	12
Spring 2013	395	20	Professional Internship Pgm	Dara	Raboyicciano	17	12
Spring 2013	395	25	Professional Internship Pgm	Benjamin	Smith	20	12
Spring 2013	395	26	Professional Internship Pgm	David	Hagerbaumer	40	12
Spring 2013	395	30	Professional Internship Pgm	Lisa	Bennett	20	12
Spring 2013	395	31	Professional Internship Pgm	Allison	Alden	15	12
Spring 2013	395	33	Professional Internship Pgm	Beth	Riley	10	12
Spring 2013	395	34	Professional Internship Pgm	Kimberly	King	20	2
Spring 2013	395	36	Professional Internship Pgm	Stephen	Rebello	20	12
Spring 2013	395	37	Professional Internship Pgm	Margaret	Mitzel	10	12
Spring 2013	395	40	Professional Internship Pgm	Elizabeth	Carter	10	4
Spring 2013	395	41	Professional Internship Pgm	David	Hagerbaumer	5	2
Spring 2013	491	05	JC Mentor UG Teaching Asst	Margaret	Mitzel	1	4
Spring 2013	496	02	Johnson City Mentor Program	Karen	Cummings	25	2
Spring 2013	496	04	Johnson City Mentor Program	Joanna	Cardona	25	2
Spring 2013	496	07	Johnson City Mentor Program	Steven	Knepp	25	2
Spring 2013	496	08	Johnson City Mentor Program	Erik	Colon	25	2
Spring 2013	496	35	Johnson City Mentor Program	Daniel	McCormack	25	2
Spring 2013	496	36	Johnson City Mentor Program	Daniel	McCormack	25	2
Spring 2013	496	40	Johnson City Mentor Program	Daniel	McCormack	25	2
Spring 2013	392	01	In-Country Study Abroad Sem	Archana	Mohan	16	1
Spring 2013	392	02	In-Country Study Abroad Sem	William	Pavlovich	16	1
Spring 2013	392	03	In-Country Study Abroad Sem	William	Pavlovich	12	1
Spring 2013	490A	01	Global Studies Capstone Sem	William	Pavlovich	14	2
Spring 2013	490A	02	Global Studies Capstone Sem	William	Pavlovich	14	2
Spring 2013	490B	01	Global Studies Capstone Sem	William	Pavlovich	3	4

Spring 2013	SCHL	280B	01	Project Management	William	Ziegler	6	4
Spring 2013	SCHL	280H	01	Philanthropy & Civil Society	David	Campbell	25	4
Spring 2013	SCHL	280I	01	1st Amendment On Campus&Beyond	Brian	Rose	20	4
Spring 2013	SCHL	280J	01	Evolutionary Psychology	Joseph	Morrissey	25	4
Spring 2013	SCHL	327	01	Schrls 3: Worlds of Experience	William	Ziegler	60	0
Spring 2013	SCHL	397	01	Scholars Independent Study	William	Ziegler	10	4
Spring 2013	SCHL	427	01	Scholars 4: Capstone	William	Ziegler	60	0
Summer 2012	CDCI	200	01	Bridging Academics to Careers	Holly	Horn	15	2
Summer 2012	CDCI	200	02	Bridging Academics to Careers	Wren	Fritsky	15	2
Summer 2012	CDCI	395	01	Professional Internship Pgm	Laura	ONeill	46	12
Summer 2012	CDCI	395	04	Professional Internship Pgm	Robert	Danberg	40	12
Summer 2012	GLST	390	01	Study Abroad Pre-Departure Sem	Natalia	Andrievskikh	15	1
Summer 2012	GLST	390	02	Study Abroad Pre-Departure Sem	David	Gerstle	15	1
Summer 2012	GLST	390	03	Study Abroad Pre-Departure Sem	David	Gerstle	15	1
Summer 2012	GLST	390	04	Study Abroad Pre-Departure Sem	David	Gerstle	15	1
Summer 2012	GLST	390	05	Study Abroad Pre-Departure Sem	Polya	Brandoff	15	1
Summer 2012	GLST	390	06	Study Abroad Pre-Departure Sem	David	Gerstle	15	1
Summer 2012	GLST	390	07	Study Abroad Pre-Departure Sem	David	Gerstle	15	1
Summer 2012	GLST	392	01	In-Country Study Abroad Sem	Natalia	Andrievskikh	15	1
Summer 2012	GLST	392	02	In-Country Study Abroad Sem			15	1
Summer 2012	GLST	392	03	In-Country Study Abroad Sem			15	1
Summer 2012	GLST	392	04	In-Country Study Abroad Sem			15	1
Summer 2012	SCHL	280E	01	Peaceable Kingdom	George	Catalano	20	4
Winter 2012	CDCI	200	01	Bridging Academics to Careers	Erin	Jennings	15	2
Winter 2012	CDCI	200	02	Bridging Academics to Careers	Holly	Horn	15	2
Winter 2012	CDCI	395	01	Professional Internship Pgm	Jeffrey	Horowitz	60	12
Winter 2012	GLST	390	01	Study-Abroad Pre-Departure Sem	Polya	Brandoff	15	1
Winter 2012	GLST	390	02	Study-Abroad Pre-Departure Sem	Natalia	Andrievskikh	15	1
Winter 2012	GLST	390	03	Study Abroad Pre-Departure Sem	Polya	Brandoff	15	1
Winter 2012	SCHL	280A	01	Wolves and Myths	George	Catalano	20	4
Winter 2012	SCHL	280B	01	Marriage, Divorce, & Children	Elizabeth	Carter	20	4

Format for Developing New University-Wide (UNIV) Course Proposals

Instructions: Course proposals must follow the proposal format presented below. A draft syllabus or list of topics, representative readings, and learning exercises should be submitted with the proposal. The deadline for submission of Fall semester UNIV courses will be January 15 of the preceding academic year; the deadline for submission of Spring semester UNIV courses will be August 15, prior to the Fall semester of that academic year.

UNIV course submissions should be directed to:

University Undergraduate Curriculum Committee
c/o Liz Abate, Assistant for Undergraduate Education
Office of the Provost, AD 708

1. Date: **2/26/13**
2. Course Proposal Submitted By: Include both name of person proposing course and sponsoring office or program. **William Ziegler, Executive Director - Binghamton University Scholars Program**
3. Credit Value: **2**
4. Course Title (30 characters maximum): **SCHL391 Scholars Teaching Practicum**
5. General Education Designation(s) Requested: Please include information on how the course meets the specified requirement(s). **N/A**
6. Instructor(s): Please submit a copy of the instructor's vita. A graduate degree or its equivalent in a related field is expected. **Peter Nardone, Assistant Director - New Student Programs, Assistant Director - Binghamton University Scholars Program. Has experience teaching HARP101, HDEV105, SCHL127.**
7. Frequency: Indicate whether it will be taught regularly (indicating at least once a year), each semester, Spring only, Fall only, or Summer only. **Each semester**
8. Contact Hours Planned (per week): **2 classroom hours per week.**
9. Bulletin Description: Provide a complete, precise and concise course description (maximum approximately 60 words). Include prerequisites, if any.

SCHL391 Scholars Teaching Practicum

Independent study through teaching-related experiences in a particular Scholars Program course. Various assignments are closely directed by the instructor in that course, including development of syllabi and other course materials; creation and reading of examinations; lecturing and/or discussion leadership. May include responsibilities coordinating students working on service related activities under direction of an instructor. Prerequisites: SCHL127, SCHL227, SCHL280 and permission of Executive Director.

10. Grading Limitation: Note if restricted to Pass/Fail option. **Letter Grade**
11. Type of Space: Are any special facilities required? **No**
12. Anticipated Enrollment: Indicate the anticipated enrollment for this course and the levels of students who will enroll. Describe how these determinations were made. Indicate if it has been taught previously under another rubric and the enrollment results. **7**
13. Rationale: Why is this course being proposed? What needs will it meet? Will this course replace another course or will other courses be offered less frequently? **Most academic departments at Binghamton have teaching practicums to provide students the opportunity to experience teaching from the opposite side of the desk. The Scholars Program has both the need and opportunity to provide our students with this experience.**
14. Exceptional Budgetary or Resource Requirements: Please make explicit all anticipated costs associated with offering the course, including salary expectations for the instructor. Detail funds, staff support, library, computer use, laboratory needs associated with this course; if none, provide a statement to that effect. Also, please provide a statement of the resources that the sponsoring office or department can allocate to meeting these needs. **None**
15. Human Subjects Research: Does the proposed course involve human subjects research? (Types of activities involving human subjects include: interviews, questionnaires, observations, etc.) If so, the instructor must be advised to obtain permission from the University's Human Subjects Research Review Committee prior to commencing research. **None**

Format for Developing New University-Wide (UNIV) Course Proposals

Instructions: Course proposals must follow the proposal format presented below. A draft syllabus or list of topics, representative readings, and learning exercises should be submitted with the proposal. The deadline for submission of Fall semester UNIV courses will be January 15 of the preceding academic year; the deadline for submission of Spring semester UNIV courses will be August 15, prior to the Fall semester of that academic year.

UNIV course submissions should be directed to:

University Undergraduate Curriculum Committee
c/o Liz Abate, Assistant for Undergraduate Education
Office of the Provost, AD 708

1. Date: April 25, 2013, the two course sequence will be offered Fall 2013 and Spring 2014
2. Course Proposal Submitted By: Kevin N. Wright, Faculty Master, Mountainview College and David Sloan Wilson, Distinguished Professor, Departments of Biology and Anthropology
3. Credit Value: 4 credits each semester
4. Course Title (30 characters maximum): **The Binghamton Microcosm**
5. General Education Designation(s) Requested: Oral Communication, students will make two oral presentations regarding their research on particular neighbors or topics
6. Instructor(s): David Sloan Wilson will be the primary instructor and instructor of record. He will be assisted by Richard A. Kauffman is a graduate student earning his PhD with Wilson and Kevin N. Wright.
7. Frequency: The first course in the sequence will be taught Fall semester 2013; the second course will follow Spring semester 2014. At a minimum, it is expected that the Binghamton History Expo will become a Mountainview tradition and will be used to welcome new freshman to campus and the community each year. For this to happen, the Binghamton History Project course will continue to be offered during academic year 2014-15. If the Expo is a success, the University may wish to consider expanding the event to be campus wide. This could be done in each residential community or, perhaps, at a central campus location.
8. Contact Hours Planned (per week): 3 hours per week.
9. Bulletin Description: This class explores past and current history of the greater Binghamton area, its people and institutions; social, cultural and historical theory that may explain trends and variations in what has occurred over time; principles of scientific inquiry for the study of complex phenomenon; the use of ethnographic methods; and multi-media production and presentation. (Sophomore, Junior or Senior standing required.)
10. Grading Limitation: None
11. Type of Space: A classroom for 25 students located in Mountainview College.

12. Anticipated Enrollment: The class enrollment will be 15-25 students. The students will be returning residents of Mountainview College and will hold the rank of Sophomore, Junior or Senior. The course has not previously been taught.
13. Rationale: This course was developed in response to the request of the Provost, Vice Provost for Undergraduate Studies, the Vice President of Student Affairs and the Executive Director for Student Services for Faculty Masters to develop proposals for "Big Ideas" to be implemented in the residential communities. Mountainview College proposed to develop a multi-faceted project that would culminate in a Welcome to Binghamton Expo that would acquaint incoming freshmen with the area, its history and the resources available to them as students. In the class during the first semester, students will explore such topics as immigration, religion, industrialization, modernization, acquisition and distribution of wealth, labor, architecture, culture, leisure, government, philanthropy and education. During the second semester, students will continue their exploration of these topics but will also develop and design the Expo.
14. Exceptional Budgetary or Resource Requirements: Funding for an assistantship will be provided by the Provost's office. The stipend will be \$5,000 per semester. Additional funds have been requested to cover the costs of the Expo that will be held for incoming residents of Mountainview College during Fall semester 2014.
15. Human Subjects Research: Some students may conduct oral histories with residents of the local community.

Report on University-Wide (UNIV) Course Offerings – 2012-2013 Academic Year

Attached please find a complete listing of all courses offered during the 2012-2013 academic year under the following rubrics:

- Binghamton Scholars Program – SCHL
- Global Studies Minor – GLST
- Career Development Center Internships – CDCI

No courses were offered under the UNIV rubric during the 2012-2013 academic year.

Courses offered under the GLST and CDCI rubrics were approved by the UUCC in previous years.

The UUCC approved one new course under the SCHL rubric: SCHL 391, Teaching Practicum. This course will be offered starting with the Fall 2013 semester. Other courses offered under the SCHL rubric were either previously approved permanent courses or topics courses approved by the UUCC. The original course proposal is attached.

The UUCC approved a new course sequence under the UNIV rubric, UNIV 380A/380B, The Binghamton Microcosm. These 4-credit courses will be offered during the Fall 2013 semester (UNIV 380A) and Spring 2014 semester (UNIV 380B). The original course proposal is attached.

Faculty Senate Academic Computing & Educational Technology (ACET) Committee
Annual Report 2012-2013

Last year the ACET committee met once for the purpose of discussing a pilot project to review Canvas, a relatively new Learning Management System (LMS) product; reviewing the results of a faculty survey concerning campus priorities for our LMS; and reviewing the ITS satisfaction survey.

Canvas Pilot

In an effort to re-examine the products available to the campus for use as our LMS, a pilot project was initiated to test Canvas, a software-as-a-service, cloud-based product available from Instructure. Eight faculty signed up to test Canvas with their courses in Spring 2013. However, for various reasons, it was actively used as the central course software product by only four instructors. Efforts will be made to extend the pilot into the first semester of the summer term and the results evaluated in August.

LMS survey

A survey concerning LMS satisfaction, usage, and features was completed in Spring 2013. More than 200 people completed the survey, including nearly 140 full-time faculty, 25 adjunct faculty, 20 staff users, and 20 teaching assistants.

Users were asked to identify the features of Blackboard, our current LMS that they use regularly. The most important features were identified as:

- Posting Course Materials (93%)
- Announcements (85%)
- Email for Messaging (81%)
- Grade Book (68%)
- TurnItIn (47.5%)
- Discussion Board (44.5%)
- Electronic Reserve (38%)

New features most desired by survey respondents included:

- Automatic roster synchronization with Banner, the Student Information System (94.4%)
- Student photos in the roster (59.9%)
- Gradebook integration with Banner (54.8%)

Additional features desired by the survey respondents included:

- Better method for dealing with multiple courses and course sections
- Improvements in the Grade Book
- Ability to send Emails to large groups

The current version of Blackboard used at Binghamton University is somewhat outdated and should be upgraded; a plan for how best to accomplish this will be developed and presented to

ACET in Fall 2013. An important part of this plan will include options for incorporation of the “most wanted” features identified in the LMS user survey.

Other activities normally reviewed by the committee have continued. These include the renovation of classrooms, the design and creation of new learning spaces, and changes to the pods and Information Commons.

Other IT-related developments

- In the last year, Educational Communications has finished the 10-year renovation cycle (renovating all General purpose classrooms on campus) and, after careful discussion with the Learning Environment Committee and others, a new renovation cycle has begun with new technologies. The new Binghamton University classroom design contains the iClicker student response system, fully digital, high definition projectors, and several input options for those bringing in various devices. Additionally, distance learning infrastructure on campus will be strengthened in the new renovation cycle.
- The recent increase in wireless density in the Lecture halls has led to enhanced wireless service; there is now at least 1 connection for each seat in all the lecture halls.
- Usage related to distance learning and hybrid courses is growing. Almost 40 new users of the online webinar system, Collaborate, have been added since the last ACET report. Echo360 has been used for close to 700 new recordings in that time with 25,000 new viewers. Polycom video conferencing has new locations on campus as well as new plans in the University Union for more.
- Some new initiatives coming up: Active Learning with Echo360, expansion of the student response system, new HD recording studios for pre-recording class materials, and wireless AV communication.

Respectfully submitted,

Donald Loewen, 2013-14 Committee Chair

Committee members

Donald Nieman, Chair

Sungdai Cho

Edward Corrado

Stephen Zahorian

Tongshu Ma

Bruce White

Karen Kozlowski

Kenneth Chiu

Justin Ziske

Cheryl Monachino

Tom Kowalik

Jim Van Voorst

Mark Reed

Donald Loewen

Andrew Tucci

Jim Conroy

COMMITTEE FOR THE UNIVERSITY ENVIRONMENT
ANNUAL REPORT 2012-2013

The Committee held six meetings this year. Our major business this year included:

1. **Deer Overpopulation on University Property.** Before going ahead with further plans for a cull of the deer on University property, the President had requested and was willing to fund an independent estimate of deer numbers on campus. This was accomplished by a flyover using infra-red photography on March 29, 2013. This survey indicated an even larger population of deer than had been estimated by University personnel. The CUE thus went ahead with preparation of the necessary State Environmental Quality Review document, as mandated by the court decision of December 2011. This will be submitted to the University Administration along with a substantial report prepared by Dylan Horvath, the Steward of the Natural Areas and Nature Preserve, on the deer population on campus and options for control.
2. **Approval of a Disk Golf Course in the Campus Natural Areas.** Campus Recreational Services requested the Committee's approval of and guidance on the construction of disk golf course in the East Gym Woods and the Fuller Hollow Creek Woods. After touring the affected areas, the Committee approved the construction with the caveat that the Steward of the Natural Areas closely monitor the construction of the course so as to avoid damage to sensitive environments and particular biota.
3. **Pesticide Applications on Campus.** The Committee approved the annual pesticide application program, but strongly recommended (as it has in past years) that Physical Facilities work toward a pesticide-free Campus. As a step toward this goal, the Committee recommended that trial areas be set aside as "no-spray" areas, accompanied by explanatory signage, and followed up with an assessment of reactions and results.
4. **Campus Construction Projects.** The Committee reviewed construction/landscaping plans for the following: (1) O'Connor/Johnson/Dickinson Dining Hall renovations for entirely new functions, (2) Fuller Hollow Creek rip-rapping, (3) the infrastructure work between Science 2 and Science 3, (4) Campus entrance signage, (5) Connector Road use in winter, and (6) a proposed pavilion at the edge of the Nature Preserve (gift of the Class of 2011).
5. **Approval of Research Projects in the Natural Areas and Nature Preserve.** Two research projects, one studying tick-borne diseases around the edges of the built Campus and a second surveying moths and butterflies in the Nature Preserve, were approved by the Committee.
6. **Salt Use on Campus.** In view of the copious use of salt on sidewalks and roads last winter and its impact on lawns, other vegetation, and potentially on aquifers, the Committee recommended that less salt be used and targeted more precisely. The Grounds Manager said that he already was planning to find ways to meet these aims.
7. **Proposal to Reduce Mowing and Restore Some Natural Areas.** A specific proposal from the Committee to accomplish these goals has been circulating for a few years. A response from Physical Facilities was still awaited as of the end of the year [now received and awaiting discussion].
8. **Damage to Trees by Mowers.** A recurring problem on Campus has been lethal damage to trees by mowers. The Grounds Manager is actively monitoring this, reminding machine operators of the problem, and building mulch barriers around many trees.

Respectfully submitted,



Julian Shepherd, Chair

Faculty Members:	Don Brister	Michael Pettid	Others: James VanVoorst (VP Administration and Vice Chair)
	Anne Clark	Carolyn Pierce	Scott Schuhert (Residential Life)
	Joseph Graney	Julian Shepherd	Monika Furch (Professional Staff),
	Carol Miles		Dylan Horvath (Natural Areas Steward),
	Ralph Miller		Sally Oaks (Physical Facilities),
			Ravi Prakriya and Traci Rubin (undergraduate students)
			Ben Eisenkop (graduate student)

Invited guests were: Dick Andrus (Envi. Studies), Cindy Cowden (Campus Recreation Serv.), Don Paukett (Admin. Affairs), Terry Webb (Student Life), Don Williams (Grounds Manager).

Faculty Senate Committee On Committees
Annual Report 2012-2013

During Spring 2012 semester the committee chair filled any vacancies from the results of the 2011-2012 "Survey of Faculty Interest in Serving on Committees".

The Committee on Committees tried a slightly different procedure this year with the idea that it would be easier to fill committee vacancies. Members met on February 14, 2013 to volunteer to fill committee vacancies and find committee chairs. Contrary to previous years, the "Survey of Faculty Interest in Serving on Committees in 2013-2014" emphasized vacancies. The survey was also sent a month later, in March. It did seem easier to fill vacancies this year and all vacancies starting in August 2013 were filled on time by May 2013. The Assessment Category Teams (ACTs) are still difficult to fill because not enough faculty are willing to serve on the ACTs.

As chair of the Committee on Committees, I brought two concerns to the Faculty Senate Executive Committee for review: Bylaws concerning election procedures for SUNY Faculty Senate, and suggested committee appointments.

After five years as Chair of the Faculty Senate Committee on Committees I am passing the duties on to Caryl Ward starting August 2013.

Respectfully submitted,

Angelique Jenks-Brown, Committee Chair

Committee members

Beth Burch, School of Education
Manas Chatterji, School of Management
Ruth Van Dyke, Harpur Anthropology
Angelique Jenks-Brown, Libraries
Les Lander, Watson Computer Science
Caryl Ward, Libraries

Faculty Senate Evaluation Coordinating Committee
Annual Report 2012-2013

The Faculty Senate Evaluation Coordinating Committee (FSECC) is charged with conducting evaluations of Binghamton University administrators every four to five years. In 2012-13, two administrators Nancy Stamp, Dean of the Graduate School and John Meador, Dean of Libraries were scheduled for regular evaluations. Dean Stamp's evaluation was completed in the Fall semester, and Dean Meador's was completed in the Spring semester.

The Committee followed the guidelines and procedures adopted by the Faculty Senate in its May 2011 meeting. Draft questionnaires were developed and reviewed by established faculty groups for each administrator before being disseminated to the faculty and staff of the Deans' respective units as well as the faculty at large. Materials provided by the Deans including their resumes, job descriptions and self-evaluations were also provided to recipients of the survey instruments.

Dean Stamp's final report was provided to her, the Faculty Senate Executive Committee and the Provost on December 20, 2012. Dean Meador's evaluation was provided to him, the Faculty Senate Executive Committee and the Provost on May 8, 2013. In accordance with the Faculty Senate guidelines, the reports' findings are not shared with any other individuals or groups.

Respectfully submitted,

Thomas Sinclair, Committee Chair

Committee members

John Baust
Donald Boros
Mark Blumler
Scott Craver
Sarah Maximiek
Sara Reiter
Pamela Sandoval
Thomas Sinclair, Chair
Gary Truce