

## 2009-2010 University Senate

**Monday, May 10, 2010  
3:30 pm, Campus Center Assembly Hall**

Michael Range, Chair

**Present:** J. Philippe Abraham, Heidi Andrade, Hassaram Bakhru, Robert Bangert-Drowns, Brea Barthel, Jeffrey Berman, Tom Bessette, R. Scott Birge, Daryl Bullis, Brian Butcher, Andrew Byon, James Castracane, Richard Collier, Edward Cupoli, John Delano, James Dias, Sue Faerman, Nicholas Fahrenkopf, Susanna Fessler, Elizabeth Gaffney, Robert Gibson, Eric Hardiman, Allen Israel, Richard Johnson, Donald Keenan, John Kimball, Ryan King, Laurence Kranich, Winifred Kutchukian, Kajal Lahiri, Heather Larkin, Fernando Leiva, Christian Lenart, Eric Lifshin, Candace Merbler, John Monfasani, Gwendolyn Moore, Dale Morse, Robert Nakamura, Nancy Newman, John Pipkin, Michael Range, Joan Savitt, John Schmidt, Shadi Shahedipour-Sandvik, Benjamin Shaw, Daniel Smith, Kabel Nathan Stanwicks, Daniel White, Gary Yukl

**Guests:** Kris Bendikas, Zakhar Berkovich, Ray Bromley, Jill Hanifan, Jackie Hayes, Bill Hedberg, Martin Hildebrand, Reed Hoyt, Bob Keese, Deborah LaFond, Wayne Locust, Carolyn MacDonald, JoAnne Malatesta, John Murphy, Hany Shawky, Donald Siegel, Christine Wagner, Edelgard Wulfert

The meeting convened at 3:33 pm.

### **APPROVAL OF MINUTES**

The minutes were approved with minor corrections.

### **PRESIDENT'S REPORT BY GEORGE PHILIP**

President Philip began his report with an update on budget matters. He discussed what is known thus far concerning the bill that would furlough affected state workers. There would be 20% work reduction or one out of five days when an employee would not work and would not receive pay. The bill will impact about 70% of the state workforce. Governor Patterson has projected it will save \$30 million per week and reduce the \$9 billion deficit by approximately \$240 million. Groups that would be exempted include health and safety, federally funded positions, M/C and faculty with academic year obligations. If the governor is able to negotiate concessions from the labor unions, he would eliminate the furlough plan. The President will keep the campus community informed of any updates on the matter. The President also discussed the legislation introduced for an early retirement incentive. If certain titles are targeted SUNY will inform our plan. The plan for UAlbany would be subject to approval by the Board of Trustees.

The President informed the Senate that the Budget Advisory Group will be providing advice to him on financial planning. The group is being co-chaired by Provost Phillips and Vice President for Finance and Business, Steve Beditz. The group will not be developing a campus budget but will inform all of the President's decisions and actions related to the budget. UAlbany is anticipating an additional \$10.6 million cut. The President said we will have to right size the organization and address how to redeploy scarce assets in the future.

The Governor will hold a press conference tomorrow to solicit support for PHEEIA. The legislation has support from Lieutenant Governor Ravitch as well as from business councils and trade unions. Chancellor Zimpher and many others will attend to show their support.

Enrollment management is on target to enroll 2,250 in the incoming freshman class. The class will be smaller than in the past but reductions were necessary due to the lack of resources. The number of transfer students has also seen a reduction in numbers. The class shows excellent promise and is as strong as last year.

### **Campus Events:**

- The School of Business made its announcement today of the architectural plans for the new building. The event was well attended with community representatives and a show of local political support.
- School of Social Welfare Dean Katherine Briar Lawson recently hosted a luncheon to celebrate the efforts of approximately 500 senior volunteers.
- Lieutenant Richard Ravitch delivered the address at the Burton Lecture and honored outstanding community service leaders.
- President Philip acknowledged the efforts of everyone who contributed to Clean-Up Day and Fountain Day.
- The University will hold Commencement exercises this weekend.

In closing, President Philip recognized Senate Chair Range for the diligent work he's done this past year. The President said he has been a strong advocate on behalf of the faculty and thanked him for his contributions.

### **SENATE CHAIR'S REPORT BY MICHAEL RANGE**

**Faculty Athletics Representative Report.** At the April 26, 2010 meeting, the SEC was joined by Teresa Harrison, Chair of the Intercollegiate Athletics Advisory Board, and by Lee McElroy, VP for Athletics Administration, to discuss data concerning UAlbany's student athletes. In summary, the distribution of academic interests and achievements of UAlbany athletes matches quite well that of the overall student population. The report has been posted on the Senate web site, and you are encouraged to review it.

**Resolution on Evaluation of Administrators and Administrative Services and Functions.** The SEC discussed first steps in the implementation of the resolution passed by the Senate on April 12, 2010. Janet Marler, Associate Professor in the Department of Management, joined the discussion and provided useful perspectives. There was consensus that the purpose of the evaluation would be to provide feedback to the administration that will assist in the identification of areas in need of improvement, and in the management of the university. The SEC charged GOV to develop an initial proposal for an ad hoc committee to be presented to the SEC by the middle of May.

**Budget Advisory Group (BAG 3).** The Senate is represented on this group by the full UPPC membership, by the Senate Chair, and by several other Senators who have served on the first two BAGs. The group had its first meeting on May 6, 2010, and is scheduled to meet biweekly through the middle of June.

*Chair Range recognized the service of Parliamentarian Robert Gibson who will retire at the end of this year. Chair Range thanked him for his great service to the Senate over many years and said he would be greatly missed. He put out a call for a parliamentarian and said all recommendations should be directed to Vice-Chair Eric Lifshin.*

*Chair Range also recognized the services of Senate Secretary Richard Collier whose term will end this year. Chair Range thanked Secretary Collier for the excellent work and contributions the Senate over the years.*

### **OTHER REPORTS**

#### **PROVOST'S REPORT--SUSAN PHILLIPS**

Provost Phillips referred to the copies of the working draft available of the Strategic Plan at the sign in table. She provided special thanks to the co-chairs for each of the strategic goals:

- Undergraduate Education--Jim Acker, John Pipkin
- The Undergraduate Experience--Christine Bouchard, John Delano
- Graduate Education--Ginny Goatly, David Wagner
- Research--James Dias, Carolyn MacDonald
- Infrastructure and Environment--Steve Beditz, Marybeth Salmon
- Alumni and Community Connections--Kevin Bean, Jen Carron

Each of the goals or themes that have been identified has six objectives and these can be viewed on the wiki. The Provost welcomes comments and input. She will present these to the President and they will be reviewed by the vice presidents and Chancellor Zimpher over the summer.

Provost Phillips thanked those who served as mentors to participants in the undergraduate research conference. The event highlighted the research of an excellent group of students. She also thanked faculty who have been involved in the CLUE Quality of Life group to look at ways to retain faculty and staff and to develop their careers. She has been assisted by Tine Reimers.

The Provost and President Philip are continuing their communication plan and will hold another conversation later in May. They hope to resume the program in the fall.

### **Notes from Campus:**

- Provost Phillips applauded Graduate Studies in creating the final pieces to the Certificate in Professional Science Management.
- Two CAS faculty members are recipients of Fulbright Awards: Professor Lawrence Schell from Anthropology received a four month grant to conduct research in Florence, Italy. Distinguished Teaching Professor Stephen North from the English Department received an award for study in the Ukraine during the Spring 2011 semester.
- A team collaboration by the School of Business and CNSE won the First Regional Plan Competition.
- CCI Professor Siwei Lyu received an NSF award to develop tools that will detect digital images that have been altered.
- In the School of Criminal Justice, Associate Professor Frankie Bailey has received the George N. Dove award for contributions to the study of crime fiction.
- Professor Myrna Friedlander from the School of Education received the 2010 Distinguished Contribution to Family Systems Research Award.
- Renowned Cancer expert John McLachlan spoke at the 2<sup>nd</sup> Annual Hogarty Family Foundation Lecture at the School of Public Health last month.
- The Rockefeller College's Center for International Development was awarded a contract for \$9 million to work on legislative strengthening in Bangla Desh.
- Student athletes have contributed over 2,400 hours volunteering for community service this year.
- The University participated in a conference that will assist students with disabilities in preparing for college.
- Chancellor Nancy Zimpher cited 11 UAlbany students as recipients of the Chancellor's Award for Student Excellence.
- Fountain Day was a great success with over 9,000 students participating.
- The Midtown Neighborhood Watch Program was recently honored by Tom Gebhardt who heads the program.
- The Tenth Annual Research Colloquium was recently held in the Life Sciences Research Building.
- Text book rental will be available this fall as part of the new contract with Barnes and Noble.
- Several alumni were recently honored at the 2010 Excellence Awards.

# SUNY-WIDE SENATE REPORT – WILLIAM LANFORD AND DANIEL WHITE

## **SUNY PROVOST’S DRAFT ON IMPLEMENTATION OF SUNY TRUSTEES’ REVISION OF GENERAL EDUCATION:**

**Date:** DISCUSSION DRAFT 4/19/2010  
XXX, 2010  
Vol. 10 No. 1

**From:** Office of the Provost and Senior Vice Chancellor for Academic Affairs

**Subject:** *Policy and Guidance: State University General Education Requirement*

**To:** Presidents, State-Operated Campuses  
Presidents, Community Colleges  
Statutory College Contacts

This memorandum informs you of updated policy and guidance on general education based on the following three resolutions recently adopted by the State University’s Board of Trustees:

- Trustees Resolution 2009-138, *Reaffirmation and Strengthening of the State University Board of Trustee Policy on Student Mobility (Transfer and Articulation)*, of November 17, 2009;
- Trustees Resolution 2010-006, *Amendments to General Education Requirement*, of January 19, 2010; and
- Trustees Resolution 2010-039, *Streamlining the State University Board of Trustees Policy on Assessment*, of March 23, 2010.

It supersedes and replaces previous policy and guidance issued in 2003. The attached document reflects current Board policies and their implementation. The document was developed in consultation with faculty governance leaders, the Undergraduate Committee of the University Faculty Senate, the Academic Affairs Committee of the Faculty Council of Community Colleges and the SUNY Registrars Association, as well as with Presidents and Chief Academic Officers in all sectors of the University.

Questions regarding this memorandum may be directed to Assistant Provost Nancy Willie-Schiff at [Nancy.Willie-Schiff@suny.edu](mailto:Nancy.Willie-Schiff@suny.edu).

Attachment

Copy: Chief Academic Officers, All Campuses  
President, University Faculty Senate  
President, Faculty Council of Community Colleges  
President, SUNY Registrars Association

**State University of New York**

### ***Policy and Guidance: State University General Education Requirement***

#### **I. Relevant Board Policies**

Relevant Board policies are contained in:

- Trustees Resolution 2010-006, *Amendments to General Education Requirement*;
- Trustees Resolution 2009-138, *Reaffirmation and Strengthening of the State University Board of Trustee Policy on Student Mobility (Transfer and Articulation)*; and
- Trustees Resolution 2010-039, *Streamlining the State University Board of Trustees Policy on Assessment*.

A. Trustees Resolution 2010-006, adopted on January 19, 2010, subsumes and revises all previous Board policies on the State University of New York General Education Requirement (SUNY-GER) and takes effect beginning in fall 2010.

#### Salient Provisions

- Thirty credits of general education or the equivalent are required for a State University of New York (SUNY) baccalaureate degree.
- Faculty shall establish the specific course requirements and content of one or more general education curricula reflective of the best practices in American higher education. Such curricula shall include broad, high-quality courses that provide students with a set of non-specialized, coherent and focused educational experiences aimed at enabling students to acquire knowledge, skills and competencies that are useful and important for all educated persons regardless of their jobs or professions.
- Each general education curriculum shall be academically rigorous and comprehensive and shall complement and build on students’ academic preparation.
- Graduates with a baccalaureate degree shall demonstrate knowledge and skills in at least seven of ten<sup>1</sup> SUNY-GER knowledge and skills areas:
  - Basic Communication (required);
  - Mathematics (required); and
  - at least five of the following eight areas: Natural Science, Social Science, American History, Western Civilization, Other World Civilizations, Humanities, the Arts and Foreign Languages.
- Graduates with a baccalaureate degree shall also demonstrate competency in two additional areas:
  - Critical Thinking; and
  - Information Management.
- Consistent with the July 22, 2003, *Memorandum to Presidents* (Vol. 03, No. 5), the ten knowledge and skills areas as well as the two competency areas are defined in terms of the student learning outcomes contained in the *Guidelines for the Approval of State University General Education Requirement Courses*, available at <http://www.suny.edu/provost/generaleducation/course-guidelines-v2.pdf>
- Campuses offering programs leading to Associate in Arts (AA) or Associate in Science (AS) degrees shall design their general education requirements for these programs to facilitate transfer.
- The Provost shall oversee implementation, including a process for approving appropriate exceptions for “Specialized Colleges, Colleges of Technology, programs awarding two-year vocational degrees, and for other special circumstances.”

B. Trustees Resolution 2009-138, adopted on November 17, 2009, subsumes and extends all previous Board policies on student mobility and transfer, and takes effect in fall 2010.

<sup>1</sup> Previous policy required students to demonstrate knowledge and skills in ten of ten SUNY-GER areas. See *Memorandum to Presidents* (Vol. 3, No. 5).

Salient Provisions for Student Mobility Related to the SUNY General Education Requirement

- i. Students transferring within the State University of New York shall be treated by their receiving campus in the same way as native students for all academic purposes. [N.B. This provision is a general statement of policy that should be implemented as indicated in Section II, Implementation Policies and Procedures.]
- ii. Students transferring within the University shall receive full credit towards the SUNY-GER for successfully completed SUNY-GER courses and SUNY-GER waivers or equivalencies granted at other University campuses. This applies to students transferring with or without a SUNY AA or AS degree.

C. Trustees Resolution 2010-039, adopted on March 23, 2010, replaces all previous Board policies on assessment, and takes effect in fall 2010.

- i. A campus shall promote academic excellence by developing and implementing plans for the regular assessment and review of general education, such that the campus meets or exceeds the assessment standards set by State regulations and the Middle States Commission on Higher Education and, as appropriate, programmatic accreditation bodies.
- ii. A campus's regular review of general education shall include the assessment of student learning in terms of the student learning outcomes of the SUNY-GER.

## II. Implementation Policies and Procedures

A. General education curriculum. A campus shall have one or more general education curricula consistent with University policy. Each such curriculum shall enable graduates of baccalaureate degree programs to meet the SUNY-GER student learning outcomes for Basic Communication, Mathematics, at least five of the other eight SUNY-GER knowledge and skills areas, and the two SUNY-GER competency areas. A campus may also have local general education requirements.

- i. SUNY-GER courses. A campus shall have a faculty review process for adding, deleting or revising SUNY-GER courses and updating the System-level list of such courses. Each such course shall be aligned with the SUNY-GER student learning outcomes for its SUNY-GER area. [N.B. Previously approved SUNY-GER course assigned fewer than three credits should be re-submitted to the University Provost using the standard course proposal form referenced in Section III.]
- ii. Syllabi for SUNY-GER courses. In keeping with good practice and the expectations of the Middle States Commission on Higher Education, campuses are encouraged to include applicable SUNY-GER student learning outcomes on SUNY-GER course syllabi.
- iii. Advanced or upper-division courses. A campus may include advanced or upper-division courses in a general education curriculum. In addition, if an advanced or upper-division course has a prerequisite that is a SUNY-GER course, students may use the advanced course to meet the SUNY-GER, regardless of whether that course has been identified as a SUNY-GER course.

iv. Student Waivers or Equivalencies. Where appropriate, in accordance with local academic policies, a campus shall afford students an opportunity to obtain a waiver or equivalency for a SUNY-GER area by demonstrating college-level proficiency in the student learning outcomes for that area. When such a proficiency equivalent is approved for a student and credit is not actually awarded, the 30 credit overall requirement is reduced by three credits. Waivers may also be granted as a reasonable accommodation for a learning or other disability.

v. Program Waivers. A campus may seek a waiver of a SUNY-GER knowledge and skills area for a specific academic program when the program's curriculum is governed by external standards, such as, but not limited to, specialized accreditation, and the entire SUNY-GER would delay students' degree completion. However, the required areas of Basic Communication and Mathematics may not be waived. The flexibility in the updated SUNY-GER reduces, and may even eliminate, the need for waivers.

vi. Information for students. A campus shall provide information about its general education requirements using its catalog, website and other locations. The information should be clear, accurate, complete, current and easy to find. It shall inform prospective and enrolled students about specific campus and programmatic general education requirements (e.g., specific general education requirements in teacher education programs). [N.B. The updated SUNY-GER takes effect for first-year students entering in fall 2010, but campuses may apply it to continuing and returning students as well, and may give these students the choice of using the original or updated SUNY-GER.]

vii. Assessment of the general education curriculum. A campus shall have a process that meets the standards of the Middle States Commission on Higher Education for assessing whether students achieve the SUNY-GER student learning outcomes in its general education curriculum, and for using assessment results to inform planning and resource allocation decisions, and to improve student learning.

B. AA and AS Programs. Campuses with associate degree programs should include at least seven of ten SUNY-GER knowledge and skills areas in AA and AS degree programs and, whenever practical, a total of 30 credits of SUNY-GER. Basic Communication and Mathematics should be two of the seven areas.

C. AAS Programs. While many Associate in Applied Science (AAS) programs incorporate seven SUNY-GER knowledge and skills areas, Board policy does not address AAS programs. Wherever feasible, an AAS program should incorporate seven SUNY-GER knowledge and skills areas, including Basic Communication and Mathematics, especially if the program tends to transfer significant numbers of graduates to SUNY baccalaureate programs.

D. Student Mobility and Transfer. One of the goals of the SUNY-GER is to support seamless student mobility and transfer within the University.

- i. Junior status for transfer students. As stated in Board policy adopted in 1990, and reaffirmed in Trustees Resolution 2009-138, transfer students with AA or AS degrees from SUNY campuses, when accepted in

parallel programs at baccalaureate campuses of the University, shall be accorded full junior status and be given the opportunity to complete the requirements for a baccalaureate degree within the same period of time as native students. These transfer students shall not be required to duplicate SUNY-GER areas that they met at prior campuses.

- ii. Transfer of the entire SUNY-GER. If a transfer student has successfully met the entire SUNY-GER, a receiving campus is expected to accept this as having satisfied its SUNY-GER. This does not preclude campuses from implementing local general education requirements, local grade requirements for degree credit, or from applying all relevant local and programmatic requirements to transfer students.
- iii. Transfer of SUNY-GER courses and waivers. Any SUNY-GER area that has been met – whether through a course, a waiver or equivalency, including instructional modalities such as infusion across the curriculum – shall be accepted for SUNY-GER transfer purposes at every SUNY campus. This does not preclude campuses from implementing local general education requirements, local grade requirements for degree credit or from applying all relevant local and programmatic requirements to transfer students. Satisfactory completion for granting of course credit is defined as a grade of C or better. However, if a sending campus's local policy is to accept a C- or D grade to complete a SUNY-GER requirement, the requirement is deemed to be completed even if the course and its grade are not accepted at a receiving campus.
- iv. General Education Transcript Addendum. A sending campus shall provide a General Education Transcript Addendum (GETA) for each transferring student, and the receiving campus shall accept the sending campus' GETA certification of completed SUNY-GER areas.
- v. Baccalaureate programs: facilitating transfer from AA and AS programs. Baccalaureate campuses shall enable students with AA and AS degrees from SUNY campuses to obtain a baccalaureate degree in a period of time comparable to upper-division students who are not transfers. These campuses may use multiple approaches, including:
  - a. incorporating SUNY-GER courses into the upper-division requirements of transfers' baccalaureate programs;
  - b. developing upper-division general education courses or modules; and
  - c. establishing regional arrangements with feeder campuses.

When a baccalaureate program has a local general education requirement that exceeds the SUNY-GER, or when a baccalaureate campus has distinctive lower-division courses in SUNY-GER areas that have become a hallmark of its undergraduate programs, the following principles apply.

- If a transfer student has completed 30-credits and the entire SUNY-GER elsewhere, a receiving campus should exempt the student from local or hallmark general education requirements that are not externally required (e.g., programs leading to teacher certification).
- If a transfer student has not completed 30 credits and the entire SUNY-GER, the receiving campus has the option of waiving one or more SUNY-GER categories

to permit the student to complete local or hallmark courses, provided that these courses are significantly different from courses the student has already completed.

- Campuses and baccalaureate programs that have been exempting transfer students with an A.A. or A.S. degree who have met the entire SUNY-GER from local or hallmark requirements are encouraged to continue to do so.
- vi. AA and AS programs: facilitating transfer to baccalaureate programs. Transfer is one of the goals of AA and AS programs. Therefore, it is important for these programs to enable their graduates to fulfill the SUNY-GER and ensure that their students receive appropriate information and advisement about the 30-credit SUNY-GER needed to complete a baccalaureate degree. Special information and advisement may be needed for baccalaureate degree programs with their own general education requirements (e.g., teacher education programs).
    - a. To support student mobility, programs leading to AA and AS degrees are encouraged to include SUNY-GER courses that cover seven SUNY-GER knowledge and skills areas, including Basic Communication and Mathematics, as an integral part of their degree requirements.
    - b. To further support student mobility, campuses with AA and AS programs are encouraged to enable their graduates to fulfill the entire 30-credit SUNY-GER by using such approaches as:
      - incorporating the 30-credit SUNY-GER into AA and AS degree programs' requirements;
      - developing special advisement tracks for students planning to transfer within SUNY;
      - developing certificate programs in general education that would demonstrate certificate holders' fulfillment of the SUNY-GER; and
      - using the SUNY Learning Network (SLN), where SUNY-GER courses are identified in promotional materials and online at <http://www.sln.suny.edu>.

- vii. AAS programs: facilitating transfer to baccalaureate programs. Associate degree-granting campuses are encouraged to incorporate seven SUNY-GER knowledge and skills areas into their AAS programs, especially in programs that tend to transfer significant numbers of graduates to SUNY baccalaureate programs

### III. Resources for Campuses

Trustees Resolution 2009-138, *Reaffirmation and Strengthening of the State University Board of Trustee Policy on Student Mobility (Transfer and Articulation)*, November 17, 2009

<http://www.suny.edu/provost/transfer/BOTpolicies.cfm>

Trustees Resolution 2010-006, *Amendments to General Education Requirement*, January 19, 2010

<http://www.suny.edu/provost/generaleducation/campusgenedresources.cfm>

Trustees Resolution 2010-039, *Streamlining the State University Board of Trustees Policy on Assessment*, March 23, 2010

<http://www.suny.edu/provost/Assessmentinit.cfm?navLevel=5>

State University of New York *Guidelines for the Approval of State University General Education Requirement Courses*

<http://www.suny.edu/provost/generaleducation/course-guidelines-v2.pdf>

Forms for adding, deleting or revising SUNY-GER courses

<http://www.suny.edu/provost/generaleducation/GenEdSubmissionForms.cfm>

Lists of approved SUNY-GER courses, by campus

<http://www.suny.edu/provost/generaleducation/CourseList/mastercampuslist.cfm>

SUNY-GER program waiver request form

<http://www.suny.edu/provost/generaleducation/GenEdSubmissionForms.cfm>

*Memorandum to Presidents* (Vol. 3 No.1), January 2, 2003

<http://www.suny.edu/provost/MTP/mtp03-1.pdf>

*Memorandum to Presidents* (Vol. 3 No. 5), July 22, 2003

<http://www.suny.edu/provost/MTP/mtp03-5.pdf>

Middle States Commission on Higher Education's *Characteristics of Excellence*

[http://www.msche.org/publications\\_view.asp?](http://www.msche.org/publications_view.asp?idPublicationType=1&txtPublicationType=Standards+for+Accreditation+and+Requirements+of+Affiliation)

[idPublicationType=1&txtPublicationType=Standards+for+Accreditation+and+Requirements+of+Affiliation](http://www.msche.org/publications_view.asp?idPublicationType=1&txtPublicationType=Standards+for+Accreditation+and+Requirements+of+Affiliation)

## Report of SUNY Faculty Senate Undergraduate Committee (submitted by Dan Smith)

The Committee coordinated the first SUNY Scholarly Poster Program at the Legislative Office Building on April 13<sup>th</sup>. Eight students from UAlbany presented posters of their research work at this session. Many legislators and their staffs stopped by to view the session. There were 200 students from 32 SUNY campuses present. Plans will be made next year to make this a biennial event.

**General Education:** The Committee responded with comments and observations to the “Draft Guidance on General Education Memorandum to Presidents” (attached) distributed by Interim Provost Lavallee. The changes to the SUNY General Education Program for the campuses are underlined. Below I include comments submitted to the Undergraduate Committee by UAlbany Executive Committee members, and the UAC.

While several areas of the revised BOT Policy need clarification through the Memorandum, the UG Committee recommended the memorandum be finalized and distributed quickly so that all campuses could officially alter their General Education Programs to avoid problems in fall 2010. The BOT changes and the memorandum were hailed among committee members as ‘a long time in coming’, ‘what we have worked for ten years to achieve’, ‘an immediate boost in a time of severe fiscal constraint and a set of changes that directly help the students and faculty’, and finally, ‘a return to campus-based, faculty-defined general education’. The UG Committee felt that SUNY and the BOT is responding to the needs of the faculty to develop and define what a good general and liberal education means on each campus. The other benefit is an immediate down-sizing of the SUNY General Education Program effective Fall 2010, which may be made retroactive. The net effect is immediate and highly positive: it helps transfers and frosh, and in addition may help current students who have been burdened by an atavistic and externally imposed program that caused chaos on campuses for ten-plus years.

Finally, a UG Committee unanimously supports the memorandum and changes and encouraged SUNY and the University Faculty Senate to communicate the advantages of the changes to the campuses as well as seeking timely and minimally chaotic implementation.

### Comments on the Draft Memorandum from UAlbany

**Comment #1, Undergraduate Academic Council:** “Can we have some clarification of what the “entire GER” means? Esp p. 5-6. How are we referring to the local GER which is in conformity with trustees’ policy vs. the additional courses that are really local?”

**Comment #2: “Advanced or upper-division courses.** A campus may include advanced or upper-division courses in a general education curriculum. In addition, if an advanced or upper-division course has a prerequisite that is a SUNY-GER course, students may use the advanced course to meet the SUNY-GER, regardless of whether that course has been identified as a SUNY-GER course.

This is potentially huge. I support the idea, but wonder how it will be implemented. Could DARS be programmed to pick up such things? Or would it require filling out a form? Naysayers of this clause will complain that the upper-level courses may not cover all the requirements of GenEd currently in place (for example, in “Regions Beyond Europe” the upper level courses may not have a geographical component), which I suppose is a valid concern. The worry is that those naysayers will then require instructors of the upper-level courses to modify their curriculum to address this problem.

In cruder terms, this clause is a loophole big enough for an ocean liner. However, because I feel that Gen Ed is already byzantine enough and puts a tremendous burden on our students, I’m friendly to the loophole. I just don’t think most people will be. I mean, if the Gen Ed powers that be won’t give students “Regions Beyond Europe” credit for studying abroad in East Asia for a year because they worry that the four main GenEd components of “1. knowledge of the distinctive features (e.g. history, institutions, economies, societies, cultures) of one region beyond Europe or European North America 2) an understanding of the region from the perspective of its people(s) 3) an ability to analyze and contextualize cultural and historical materials relevant to the region and 4) an ability to locate and identify distinctive geographical features of the region” won’t be met, how will they react the possibility of suddenly adding hundreds of upper level courses to the Gen Ed list without close scrutiny?”

**Comment #3, Dick Collier, Senate Secretary:** “From the start of SUNYGER, campuses resented the imposition of requirements by the Trustees partly because it was another “unfunded mandate” but mostly because it interfered with each campus’ judgment on what should be the liberal education important for its own students based on campus traditions and resources and suited to the students’ needs and major pursuits. It was incredibly disruptive to established campus patterns and workloads, and it entailed significant additional campus-funded instructional cost. From the student’s perspective, it in many cases made it more difficult to transfer from a two-year to a baccalaureate program and graduate on time. The additional requirements, coupled with campus decisions to retain and define as “local” some of their previous requirements, made it more difficult to fit everything in to eight semesters. Given shortages in some categories, students on many courses had to spend additional time and money to meet SUNYGER requirements online or at their local community college over the summer or in a winter session.

The draft you have circulated dramatically addresses all of those problems. I of course was particularly pleased that AAS students were mentioned along with AA and AS recipients, since that is a group I fought for successfully when I was Chair of the UFS Undergraduate Committee but SUNY was working with the BOT on giving only AA and AS students preferential consideration upon transferring (a SUNY governance “victory” that disappeared, along with our articulation agreements, with the advent of SUNYGER). For frosh admits and transfers, the 7 of 10 definition alone is a tremendous boon, but a special boon to community college students who should have been provided 7 of 10 by the community college for the past ten years. If, as I understand the draft, the intent of it is to put this into effect in fall 2010 for all students, then many of our current students will now be able to graduate on time and do so without going to summer school (or without graduating later “in absentia” after paying for the missing coursework at whatever college is closest to their home or job.)

For departments and schools and the individual member of the teaching faculty, there should be rejoicing that requirements are less prescriptive and that precedence is given to allow a campus’ “local” or “hallmark” requirements to substitute for approximate equivalent SUNYGER categories (exactly reversing the circumstances which led to the abuse and wrath heaped upon members of the original PACGE committee forced to use Provost Salins’ guidelines—I say this as the PACGE member who fought SUNY tooth and nail on these points, since one of the campuses assigned to me was Stony Brook).



Best of all, of course, is that this allows each campus to decompress immediately its total number of general education requirements (SUNY + local), clearing the stage for consideration of additional campus-based requirements. You too are well aware of the number of times in the past decade an idea for adding a Gen Ed requirement or expanding an existing one was immediately rejected on the grounds “our students already have so many of these requirements that they can’t graduate on time,” and I doubt our campus was unique in that regard.

SUNYGER was imposed on all campuses with insufficient time to implement and with insufficient resources to meet the new demands and with the additional burden that each campus was required to have its implementation plan and each course proposed for each Gen Ed category approved through PACGE and then by the SUNY Provost. Yet campuses accomplished that, some better than others to be sure. An unfortunate byproduct was the creation of “Gen Ed czars” on campuses, some of whom have grown comfortable in their pay and power, just as some departments have grown comfortable as the supplier of courses which, for good or ill, are the principal supply for a given category on a campus and thus must be taken by students wishing to graduate.

I’m sure some administrators and even some faculty will howl that giving sudden, immediate redress to the students, faculty and campuses doesn’t allow enough “planning.” I submit that coping with the draft policy’s *removal* of requirements, easing of student burdens (and the students’ and their parents’ demands regarding closed courses or those insufficiently offered), and elimination of bean-counting bureaucratic busywork for administrators and staff assigned the functions of supplying data to ACGE and GEAR is a walk in the park compared to the tasks required when SUNYGER was implemented. And when the state and the campuses are in the midst of a devastating financial crisis, when many more students and their parents also have serious financial woes (including unemployment or underemployment), and when student prospects for after hours, evening and summer jobs are seriously reduced, the immediate implementation of the BOT revised policy in the manner described in the draft document should be considered a blessing.

I realize there are administrators who like to count beans (or at least such prestige as they believe accrues from having bean counters in their employ). There are faculty who believe their disciplinary area should have been held by the Trustees as at least as sacrosanct as mathematics and basic communication. There are younger faculty (perhaps even students) who may think that the SUNYGER categories were time-honored on their home campus, having been developed by thoughtful planning over a span of decades, not suddenly imposed on all of us completely against our will and at short notice. But there are also faculty and students who realize the arbitrary and capricious selectivity of the original BOT resolution and its implementation and who might think a literature course is at least as worthy as a nebulous “social science” catch-all as a universally expected requirement, or a philosophy/religion course, or something reflecting technology as much as a natural science. I personally object to NINE credits minimum of U.S., Western Civ, and Other World Cultures, but would have more difficulty arguing against a “history” requirement—and as you well know, since SUNYGER was established not a single student at UAlbany was required to take a course from the Department of History.

In conclusion, I loudly applaud the draft and commend the new SUNY common sense and genuine concern for the welfare of transfers and other undergraduates. I urge the Undergraduate Committee to support the draft and hope the University Faculty Senate will do so as well. I consider this the most significant **immediately** positive plan to come from BOT and SUNY in a long

time and since it is of extreme financial and temporal importance to so many students, I hope complaints about changing degree clearance systems, requiring department and school rethinking of logistics, and the like will not postpone its implementation—particularly since the same “whining” didn’t delay the imposition of SUNYGER. Thank you.”

**Comment #4, Dan Smith, ULC Chair and SUNY Senate UG Committee Member:** “This is a long time in coming, and I agree with the sweep of the reform, as well as the direction allowing campuses to decide on General Education as it defines their campus intellectual culture as well as how we educate our students—something important to each campus.

One issue which should be discussed is the consideration of using one year of study abroad experience in place of either the Europe or Other World Cultures requirements, depending on location the student chose. We must remember and acknowledge that the study of another culture’s most important work is done living in that culture, using its language as it is meant to be used, learning the culture, its ways, nuances, ceremonies, social activities, politics, etc. *in situ*. Since SUNY has probably the strongest set of 300+ study abroad programs to choose from in higher education, we would be remiss as a faculty if we did not encourage the use this resource even more now, and YES, within our General Education Programs; encourage foreign language study and culture study beyond the classroom experiences to truly educate our students as broadly as we can. This is one place SUNY could be a *bona fide* leader.

The prerequisites rule seems a bit sweeping, as we are unsure how sweeping it is meant to be; some courses that have Gen Eds as a prerequisite can be somewhat narrow in focus. While I do not object, in principle, I thought it worth noting as one colleague wrote that in, and others have mentioned it. It also means the next Gen Ed committee must be prepared for a deluge of upper level requests.

Bring it on and bring it on fast. I hope, like Rose, the campuses receive this before the end of May, hopefully before the end of spring semester.”

**Transmission Memo from Ken O’Brien, SUNY Faculty Senate Chair**

I’ll begin by noting the long, very positive review of your draft implementation memo from Dick Collier, an old SUNY hand at U Albany who has been involved with SUNY GER from the beginning.

My own reading is almost as positive, but there are a couple of points I would like to add, amplify or have you clarify.

1. It would be helpful to have all the GER programs for ALL campuses submitted to your office (II.A.vi.), for two reasons: to make certain they comply with the minimum and to get them up on the website. In doing so, it would probably be helpful to have a reporting template that would let the requirements met be obvious, as well as the additional requirements. This might also encourage students at community colleges to think in terms of the SUNY GER for their campus and for the transfer school.
2. The implementation adds a new wrinkle (II.A.i.), one we promised would not be there, the resubmission of courses that are less than three credits. We indicated in the fall that courses that had been approved would be grandfathered in, and they should be. Students still need 30 credits and at least seven areas, so no harm, no foul.
3. I think the upper division “pre-req” (II. A. iii.) needs to be a bit cleaner.
4. I would put D. (the relationship between SUNY GER and Student Mobility) upfront, and then repeat it. The campuses really need to see that the flexibility is not simply a result of SUNY

getting wise, but that the policy is predicated on its relationship to the other. My fear is that we will get so many different GE programs that student mobility will be made more, not less, difficult.

5. I would urge you to consider breaking II.D. ii.) into two items, one on satisfying SUNY GER, a second on local flexibility. And the latter could even mention that ½ the campuses currently require only the SUNY GER for transfers, before local upper division additions common to all students, which means they have a different set of Gen Ed requirements for each category of student, native and transfer.

6. I still don't like the bullet on the bottom of p. 5, which we could call the Genesee rule. Their Humanities requirement should be able to included, one way or another, no matter how many credits a student has completed in SUNY GER. Just my two cents. More important perhaps is the fact that the rule (or at least the first bullet) might be read as demanding that receiving colleges accept the 30 credit Gen Ed package a student has completed elsewhere as meeting ALL their requirements. Operative phrase: "a receiving campus should exempt the student [who has completed 30-credits and the entire SUNY-GER elsewhere] from local ....general education requirements that are not externally required." See the problem? Others have.

Dan White submitted the following additions to the SUNY Senator's Report:

### **University Centers Sector Concerns**

1. Recruiting new presidents is one of the most important areas for shared governance. In difficult times, recruitments are both more difficult and more important. We are concerned that the participation of faculty, relative to all other interested parties, does not get out of balance.

To be specific, we hope:

- That faculty participation on search committees does not get diluted to below 50%.
- That all the finalists meet at a minimum with the campus governance Executive Committee, if not more widely.

2. We hear that SUNY is cutting *at least* 2700 sections without cutting enrollment.

Since there is currently no slack in SUNY, this will lead to an increase in a student's time-to-degree.

- Such an increase in time-to-degree is financially equivalent to an increase in tuition.
- Such an increase in time-to-degree delays when our students enter the work force and begin to pay NYS taxes.

In addition, cutting sections without cutting enrollment lowers campus profiles and reduces SUNY ability to meet its goals of training the next generation of workers and conducting research vital to the economic future of NYS.

3. The University Center Section unanimously supports SUNY's position that all University Centers be treated equally under the Empowerment Act.

4. There is still confusion about the consequences of the BOT changes in General Education requirements. More information would help.

### **GRADUATE STUDENT ORGANIZATION REPORT – NICHOLAS FAHRENKOPF**

The GSO held their elections on April 22<sup>nd</sup> and 23<sup>rd</sup>. The 2010-2011 GSO Executive Board includes:

President Heidi Nicholls (Anthropology),

Vice-President Sarah Taylor (Anthropology),

Treasurer Yin Wang (Business), and

MCAA Chair Jema Clements (Africana Studies).

Nicholas Fahrenkopf (Nanobioscience) was elected as the Lead Senator to the University Senate and as University Council Representative.

Zakhar Berkovich is graduating this semester from the School of Education. He has served for the past two years on the University Senate, ULC and CAA-

### **STUDENT ASSOCIATION REPORT -- DUSTIN LANTERMAN**

Nothing to report.

### **MSCHE Steering Committee Report - Reed Hoyt, University Senate Representative**

Nothing to report.

### **CAA (Council on Academic Assessment) - Heidi Andrade, Chair**

The Council on Academic Assessment met on the 14<sup>th</sup> and the 22<sup>nd</sup> of April. The agendas included a discussion of a revised draft job description for departmental assessment coordinators and a review of a proposed amendment to the sections of the *Senate Charter* that describe the charges of the Council on Academic Assessment and its committees (Section X.6). We discussed the drafts of both the Graduate and Undergraduate Education sections of the Strategic Plan, and shared our feedback with their respective task force chairs. Finally, we reviewed, revised and approved the Program Review Committee reports for Computer Science and History.

### **CAFFECOR (Committee on Academic Freedom, Freedom of Expression, and Community Responsibility) - Susanna Fessler, Chair**

The Chair of CAFFECOR met with the Vice President for Student Success on Tuesday, May 4 to go over the final revisions to the "Community Rights and Responsibilities" document. All CAFFECOR suggestions and concerns have been addressed with one exception—the policy on internet usage is still under revision by the Chief Information Officer. To make the CRR more user friendly, however, Student Success plans to re-format the document with links to pertinent campus offices and policies. When that is done, the part of the CRR that addresses internet usage will link to ITS (instead of reiterating the ITS policy verbatim). The University Council will consider the new CRR draft at its next meeting.

## **CERS (Committee on Ethics in Research and Scholarship) - John Monfasani, Chair**

Nothing to report.

## **COR (Council on Research) - James Castracane, Chair**

At its final academic year meeting of COR on May 3<sup>rd</sup>:

1). The FRAP B award recommendations from the Colleges/Schools were presented by IVPR Dias: 21 awards out of 31 applicants were funded totaling \$70,872.

The COR members approved the motion to accept.

2). The Benevolent Awards Review Sub-committee chaired by Professor Lewis presented their recommendations: 7 awards out of 17 applicants were funded totaling \$3,500.

The COR members approved the motion to accept.

3). COR voted to recommend both the Institute for RNA Science and Technology and the Institute for Financial Market Regulation official permanent University status.

## **CPCA (Council on Promotions and Continuing Appointments) – Carlos Rodriguez, Chair**

CPCA met on Friday April 16th and again on Thursday April 22nd.

William Hedberg and the CPCA's chair also met with the university wide ad-hoc CLUE committee on Tenure and Promotion on Thursday April 22nd.

Here are the CLUE group main questions for CPCA:

- We are very interested in understanding the extent of variability that exists in the tenure and promotion process. Can you tell us how much variability in expectations (both for tenure and for promotion to full) you see across departments, and whether you see this variability as problematic in any way?
  - Similarly, from your vantage point of seeing completed dossiers, how much variability in the process of assembling and shepherding cases do you see? (For example, is there a lot of difference in what the actual cases end up looking like? Differences in how cases are put together or in the process departments use in putting cases together?)
  - Given that there is an abundance of Associate Professors across the UA, what are the major issues here at UA we should be aware of related to promotion from Associate to Full Professor?
- From your perspective, what is needed to better support and mentor associate professors as they move toward promotion to full? What role could CPCA and/or the Provost's office potentially play in this process, especially for small departments where there are few full professors available to be mentors or to shepherd promotion cases.
- We are concerned with the concept of 'tainting' of external reviewers. Can you share any insights about the selection of external reviewers in general, and CPCA's current thoughts about 'tainting' in particular?
  - The final question overlaps somewhat with the previous ones, but what do you feel works well in UA's tenure and promotion system, and what do you feel could work better/needs some attention?

In summary the CLUE group is concerned with: 1) How to handle the great increase in variability of cases across our increasingly diverse university. 2) How to choose objective external reviewers. 3) How to solve the UA-wide large Accumulation of Associate Professors Problem.

## **GAC (Graduate Academic Council) - Laurence Kranich, Chair**

Prior to its meeting on May 7, GAC submitted comments on the Graduate Education section of the draft Strategic Plan. At the meeting, the Council was joined by the new Dean of Graduate Studies, Kevin Williams. As the first item of business, the Council acted upon three grievances before its Committee on Admissions and Academic Standing. It also approved four proposals before its Committee on Curriculum and Instruction:

- (1) a request to change the name of the Biopsychology PhD program to Behavioral Neuroscience,
- (2) a request to drop the GRE Subject Test in Psychology for PhD applicants to the Social/Personality program,
- (3) a request to drop the GRE Subject Test in Psychology for PhD applicants to the Biopsychology/Behavioral Neuroscience program, and
- (4) a proposal to revise the Computer Science MS program in such a way that is suitable as a terminal MS degree and for those wishing to pursue a Certificate in Professional Science Management.

Next, the Chair informed the Council that due to the late date of designing an appropriate process for GAC review of CAA assessments, he suggested to the Chair of CAA that such reviews begin in the fall and that this may require special sessions due to the backlog of cases.

The Council then discussed the Graduate Education section of the draft Strategic Plan and members' comments with the incoming Dean.

## **GOV (Governance Council) - Eric Lifshin, Chair**

GOV continues its discussions regarding the Senate Handbook.

At its May 6 meeting, GOV responded to a request to replace a member and add a new representative to the ad hoc General Education Task Force. The council also continued its compilation of types of requests it receives in its role as "committee on committees"; this will be passed on to next year's GOV to indicate requests that are cyclical vs. ad hoc, those that are mandated (by Bylaws, University policy, etc.), requests of an "advisory" nature, and those that meet the conditions of "formal consultation.

GOV also began discussing implementation recommendations on Senate Resolution 0910-02, "Faculty Evaluation of Administrators and Administrative Services and Functions." The council will seek detailed information (instruments, forms, frequency of assessments, etc.) from SUNY Senators from Binghamton and Stony Brook.

## **LISC (Council on Libraries, Information Systems, and Computing) - Gwen Moore, Chair**

The University images database was demonstrated using Luna software. Images, audio and video are being entered into this institutional repository, with over 5000 images provided by the Art Department, Art Museum, and Writers Institute have been digitized so far. Mark Wolfe of Libraries Special Collection is developing the database. The dataset can be viewed at <http://Lexington.univ.albany.edu/luna>.

The Libraries now have an EBSCO discovery tool (beta version) available online as well as the American History and Video Collection that has videos, newsreels, documentaries and other material in a searchable database.

ITS is beginning an evaluation of email and calendaring services on campus. Meetings with stakeholders are being held now; evaluation of products will take place over the summer with results and reports in the fall.

## **UAC (Undergraduate Academic Council) - Joan Savitt, Chair**

In addition to the bills UAC is bringing to the May 12 Senate meeting (Globalization Major; Earth & Atmos. Sci.; changes to S/U policy made in response to recommendations received at the April Senate meeting; and our bill proposing a path to a degree which does not require completion of a minor, already discussed in April but now presented for a vote), we report that we have approved changes to the Chemistry Major, Comprehensive Forensics in accord with the recommendations of their accreditors; we are likely to have approved course changes and subsequent small changes to the CNSE Honors program by the end of the term.

UAC approved the discontinuation of several minors, in Chemistry and in Public Health. These bills are being studied by the UPPC now and will come to the floor if approved there. The discontinuations of certain minors in Chemistry were approved by UAC without dissent as very few students are involved and the rationale is clear. The request to discontinue the minor in Public Health was opposed by some on UAC on the grounds that this is a popular option for students that should not be withdrawn. The proposal that was approved by UAC did allow for all students already declared to finish the minor and for those who had not yet declared but who will have completed at least half of it by the start of the fall, 2010 semester to declare it. SPH otherwise proposes to offer a 3-course sequence which it would open to larger numbers of students who would not be able to minor in the field but who could be admitted as majors if qualified.

UAC also approved the formation of a General Education Advisory Group, following recommendations from the Strategic Planning group and the Middle States evaluation team. Because input is also needed from the Governance Council before the full Senate can vote on it, this bill is not being brought forward at the meeting. This advisory group has been designed to be able to take on the work currently being performed by the Gen Ed Task Force formed by the Senate once the Task Force is discharged. As currently proposed, unlike the Task Force, it will include representatives from all the academic areas required by the Trustees. The advisory group will serve as a resource to the Dean of Undergraduate Education as well as to UAC and its Gen Ed committee which will continue to bring legislation to the Senate if changes in policy are to be recommended.

## **ULC (University Life Council) - Daniel R. Smith, Chair**

ULC heard a report on an upcoming NYS Audit of Cleary Act compliance for the UAlbany campus; the audit is part of the Comptroller's audit of campuses state-wide.

## **UPPC (University Planning and Policy Council) - John Delano, Chair**

The UPPC met on Friday, April 23, to discuss three items on its agenda.

**(A)** Proposal from the School of Business to resume admission to the Organizational Studies Ph.D. program: The UPPC began its discussion of this proposal at its April 9<sup>th</sup> meeting. Questions and comments arising from that discussion were subsequently e-mailed to Dean Donald Siegel and Prof. Gary Yukl, who were invited to attend the April 23<sup>rd</sup> meeting to discuss the proposal. The UPPC considered the resource implications of this program, and learned that no additional faculty lines were required and that students would be externally funded. The UPPC voted unanimously in support of the proposal.

**(B)** Current draft of the University's strategic planning document: UPPC members provided comments and suggestions to Provost Phillips and a subset of co-chairs of the committees responsible for the six strategic goals.

**(C)** In response to the UPPC Motion passed at its March 26<sup>th</sup> meeting, the Office of Finance and Business provided the UPPC chair and Senate chair with 11 pages of spreadsheets on annual NYS funding to UAlbany and all other SUNY campuses from 2000-2001 through 2009-2010. UPPC members received photocopies of those spreadsheets at the April 23<sup>rd</sup> meeting.

The UPPC met on Friday, May 7, to discuss the following four proposals:

**(A)** changes to the undergraduate program at the School of Public Health;

**(B)** suspension of admission to the B.A. program in Earth and Atmospheric Sciences;

**(C)** suspension of admission to the 3-2 program in Chemical Engineering; and

**(D)** suspension of admission to B.S. program in Chemistry - Materials Emphasis. All four of these proposals were approved by the UPPC.

## **OLD BUSINESS**

### **Resolution on Higher Education Empowerment and Innovation Act:**

This item had been placed on the agenda of last month's meeting by a vote of the Senate, but due to time constraints and failure to extend the meeting, it could not be acted upon, and hence it was placed back on the agenda. Chair Range noted that after the last SUNY Plenary meeting, the SUNY Senate Executive Committee formulated and approved a resolution that expresses support for the principles of the PHEEIA legislation and provides a list of areas that should be addressed. This resolution has now been overwhelmingly endorsed by the full SUNY Senate at the recent plenary meeting at the end of April. The resolution before the Senate today would endorse the resolution passed by the SUNY Senate. Chair Range opened the floor for discussion. Senator Cupoli objected to statements in the resolution that appeared to impose restrictions on the Chancellor. Senator Fernando Leiva spoke in opposition of the resolution, citing parallels to developments in Chile that damaged higher education. He spoke at length about underlying political agendas. After several minutes Chair Range interrupted him and urged him to focus his remarks on the motion before the Senate. Senator Leiva continued, and eventually Chair Range urged him to bring his remarks to closure. Senator Fahrenkopf made a motion to limit debate points to two minutes. The motion was seconded and approved by a vote. Senator Leiva has provided an Open Letter to the University Senate explaining his position and that letter appears at the end of these minutes (Appendix I).

Jackie Hayes, a research assistant expressed concern that SUNY not lose sight of its core mission. She would like to see that SUNY remain accessible to everyone. She believes that tuition would be increased to meet a price index which would translate into large annual increases and cited such incidents. Ms. Hayes asked to have the discussion tabled.

Senator Fahrenkopf, from the Graduate Student Organization, stated that the SUNY wide Student Assembly passed a resolution in support of PHEEIA. UPPC Chair John Delano added that UPPC dedicated two and half hours of meeting time to a detailed discussion of the resolution and voted unanimously to support it.

Vince Delio from the President's Office provided some factual data on the act and reasons for Chancellor Zimpher's show of support for it. He provided figures for state allocations received over the past twenty years. Tuition increases are not invested in SUNY but are used to address the state's budget deficits. The Chancellor is trying to provide SUNY with the ability to exercise better control over its finances. Money would be set aside to ensure that students on TAP would be protected from tuition increases. New York is one of only three states that require legislative appropriation of tuition dollars.

Jill Hanifan from the English Department voiced concern that PHEEIA is an incentive for hiring part-time, non-tenured track faculty and believes PHEEIA needs clarification on this before it is passed. Provost Phillips addressed those concerns later in the discussion. She clarified that the money received under the legislation would absolutely go to hiring full time faculty. We would have an opportunity to hire 500 full-time faculty and she assured that the intent of the legislation is to increase the number of full-time, tenure track faculty.

Senator Robert Bangert-Drowns, Dean of the School of Education, said he favored the resolution. He added that SUNY has been massively underfunded and has seen resources dwindle over the last twenty years in relationship to what we should be receiving in terms of inflation. Senator Tom Bessette voiced similar concerns stating that in order to keep our institution functional, money needs to come from somewhere. The cuts of the past two years have left no money to hire faculty.

A motion was made to table the debate as had been requested earlier in the meeting. The motion was seconded but was defeated by a vote. A motion was then made to close debate and it was approved by a vote. The Senate then voted to support the resolution.

### **CERS Revisions of Misconduct Policy:**

CERS Chair Monfasani opened the discussion. He spoke with Legal Counsel John Reilly prior the meeting who raised two objections. One was the right of the complainant to submit objections concerning membership of the inquiry committee. The second issue concerns the release from confidentiality granted the complainant after a final resolution. Chair Monfasani believes that CERS should continue to negotiate with the administration. He further stated that should a vote defeat the revisions to the policy today, CERS would have to start over next year. Chair Monfasani's preference is to table the bill and go forward since there is clarity on what the issues are. He asked for a motion to postpone the bill until these issues are resolved, but recommended that a time limit be imposed until the end of the fall semester. Carolyn MacDonald voiced concern that the bill would go before a new membership of the CERS committee and would like to see it brought to the Senate by the October meeting.

GOV Chair Lifshin raised a concern that should the bill be passed by the Senate but not be acceptable to Legal Counsel, the President would not sign it. He asked Mr. Reilly if 90 days seemed to be a reasonable amount of time to resolve the issues. Mr. Reilly responded that there have been productive discussions. These are important issues but he believes they are inconsistent with federal regulations. He does not see a problem with coming to a meeting of the minds and bringing this to a conclusion in 90 days.

The Senate vote to postpone the bill until the October Senate meeting was approved.

### **Policy on S/U Grading (UAC):**

The bill was returned to UAC after the April meeting for further clarifications. The bill limits students to two courses of "S/U" grading in courses below the 300 level during their academic career. UAC Chair Savitt said students would be blocked by our computer system from registering for a third course. The bill was passed by a vote favoring its approval.

### **Proposal to Alternative to a Minor (UAC):**

The bill was introduced at the April Senate meeting and the discussion continued. UAC Chair Savitt reviewed the provisions of the bill, informing the Senate that the bill would not eliminate minors but provide an additional path for students to earn alternative credit at the 300 level or above. The bill allows for advanced work completed at another university to be accepted. UAC has not received any comments for or against the bill since it was introduced to the Senate last month. Chair Range opened the floor for additional questions and comments.

ULC Chair Smith opposed the bill on the grounds that it would have a negative impact on smaller academic units. He pointed out recent legislation that limited the Education minor last year and an item on the current agenda to suspend the minor in Public Health, further limiting the options available to students. Senator Pipkin stated that minors such as those from CCI are attractive in the job market and would look good on a transcript. He further stated that 24 credits would not make any particular impact, leaving a student to regret the decision to opt out of a minor. Chair Savitt said that it would be the responsibility of Advisement to present both options.

UAC member JoAnne Malatesta said that at our sister schools where minors are not required, about 30% of students elect to take a minor. Most students go above and beyond the required program minimums. She added that in order for students to fulfill minor requirements, the University made over 500 exceptions to existing minor requirements during the fall semester.

Questions continued to arise concerning the number of credits required for the alternative. Chair Savitt said UAC selected 24 credits to represent upper level work done by major and minors. If the Senate feels it should be higher, UAC would consider it to be a friendly amendment or if objections are on the grounds of rigor it could be raised.

UPPC Chair Delano said this was his concern. Vice Provost for Undergraduate Education Faerman had indicated that our sister institutions that do not have minors require 39 credits at the 300 level and he felt the proposal for 24 credits were too low.

A question came from the floor about having a two-tiered system for students transferring to UAlbany with an associate's degree. Secretary Collier stated that since more than two-thirds of undergraduates are in majors that do not require a minor, this eliminates the minor requirement for a large portion of our student. This is unfair to the one-third who are taking combined majors and minors. If the goal is to be equitable, part of the 24 credits would have to be completed outside of the major or balance with a minor requirements and a portion would need to be upper level outside of the major area. We would need a list of the 300 level courses.

A motion was made to extend the meeting an additional fifteen minutes and approved

Senator Merbler asked what is driving the 500 exceptions per semester. JoAnne Malatesta said a number of students, including transfers, are unable to obtain courses they need. Almost of all of these are graduating seniors. Students are requesting to have courses "shoe horned" into their minor and are desperate for the course work they need.

Senator Berman spoke in favor of the bill. He said at first he did not understand the need for the change but over time realized the discrepancy in theory and practice of requiring a minor. He said the practice of having a minor for all students is problematic and he came to the conclusion that the proposal is a good alternative but does not support eliminating the minor.

Professor Reed Hoyt from the Music Department spoke in opposition. He believes students need more guidance and minors give them structure. Minors are potential career paths. He asked how this might affect the School of Education whose only contact with undergraduates is through the minor. He further stated that if the bill is approved, every department should be encouraged to create a departmental major. In closing, Professor Hoyt cited a situation of a student in his department who started out as a vocal major. Unsure of what her career path would be, she decided to take Journalism as a minor. The former student is now a journalist with a local news channel and would not be there if she had not enrolled in the Journalism minor.

A motion was made, seconded, and approved to close debate. Chair Range then asked for a vote on the bill. The bill was defeated by of a vote of 14 approving the bill and 23 disapproving.

### **Progress Report on General Education (GE Task Force Chair Stephen North):**

Stephen North, Chair of the General Education Task Force, informed the Senate that the task force met with a sense of urgency earlier in the semester to meet a March 19<sup>th</sup> deadline in response to the revised SUNY policy on general education. The task force met three times and concluded that it would be imprudent to make any hasty changes. In the aftermath of the Strategic Planning and the Middle States review, UAlbany's program has been studied extensively and the task force aims to bring recommendations for change to the Senate in the fall.

Chair Range added that there is substantial opportunity for everyone to provide feedback and he encouraged all to do so.

### **NEW BUSINESS**

#### **Organizational Studies (GAC, UPPC):**

GAC Chair Kranich opened the discussion. The proposal would reactivate the doctoral program in Organizational Studies. This is a small but successful program and has the support of Dean Siegel in the School of Business. The



job market for students in this discipline is very strong. GAC was concerned about resource implications but it would be fully supported and self funded by the School of Business. UPPC Chair Delano confirmed this in discussions UPPC had with Dean Siegel. A motion to approve the bill was made and seconded, and the bill passed.

**Faculty-Initiated Interdisciplinary Major in Globalization Studies (UAC):**

UAC Chair Savitt discussed the proposal which was briefly discussed at the December Senate meeting. The bill would deactivate the combined major/minor in Globalization Studies. Additionally, the bill is a restructuring of the 36 credit major. A motion was made to approve the bill and seconded. Before the vote was taken, UPPC Chair Delano inquired as to why the proposal was not forwarded to UPPC for review and asked if it had resource implications. Chair Savitt informed him that it was agreed at the December Senate meeting that it would not have to go to UPPC. CAS Dean Wulfert added that the proposal does not require any additional resources.

A motion made to extend the meeting was seconded and approved. The vote was then taken and the bill was approved.

**Suspension of Earth and Atmospheric Sciences BA (UAC):**

Chair Savitt presented the bill which has been approved by UPPC. The Department of Atmospheric and Environmental Sciences has stated in its rationale that the needs of the field have changed and the program is not preparing students for post-graduate success. The department has asked that the BA program be eliminated in favor of others that will offer better training for students.

Senator Candace Merbler asked for a count at this point to verify the presence of a quorum. A count was taken and the number of members present fell short of a quorum. Chair Range informed those remaining that the discussion would continue and remaining agenda items would be covered this coming Friday, May 14<sup>th</sup> at 10:00 am in LC 4.

**ADJOURNMENT**

The meeting was adjourned at 5:20 pm.

Respectfully submitted by  
Gail Cameron, Recorder

# Appendix I

## An Open Letter to the University Senate

### Neoliberalism, PHEEIA and the University at Albany (SUNY) Senate Meeting of May 10, 2010:

Fernando Leiva 1  
Associate Professor

[and yes, really, a University Senator (and to those from Arizona, yes a legal immigrant)]  
University at Albany (SUNY)

At the May 10, 2010 University Senate meeting, I was prevented by the president of the University Senate from completing my statement against approval of the ill-named Public Higher Education and Empowerment Innovation Act (PHEEIA). He justified such action based on his opinion that my attempt to link PHEEIA to broader issues of a neoliberal strategy was irrelevant to the vote before the senate. While still trying to finish my brief statement, he encouraged approval of a quick motion limiting all statements on the matter to no more than two minutes, which was convenient since with the new rules quickly approved after I started speaking, my time had expired.

As a result, my efforts to put PHEEIA in broader structural and historical context of a neoliberal attack on public institutions and the further commodification and corporate control over all aspects of social life were effectively quashed. In addition the Senate president questioned the legitimacy of my speaking up by asking in front of all those in attendance, “Sir, are you a University Senator?”

I find this troubling on many levels and interpreted it as an overt strategy for suppressing alternative thought and delegitimizing “by othering.” After being at the University at Albany for 10 years, I could not but find it profoundly ironic, to say the least, that such a question ---“Are you a university senator?” that is, “Are you really one of us?” – would be formulated at the start of the very same session in which the Senate also voted to revise the Globalization Studies Major, a faculty-initiated, “resource-neutral” major I contributed to create, shepherd and lead for many years. Apparently, like millions of immigrants with and without papers, my free and cheap labor is acceptable, but my right to speak is not.

The May 10, 2010 meeting underscored how poor real debate on a serious like PHEEIA took place in the Senate: More time could be spent and interest displayed on discussing the minutiae of how to tweak undergraduate S/U grading than on the implications of PHEEIA for the future of public higher education in New York state.

Perhaps now in the privacy of your own office or home, you might feel more inclined to engage in critical thinking in such dearth at the May 10, 2010 Senate meeting. Ensnared in a safe space, where no one expects you to publicly exercise your right to an opinion or encounter the ancient democratic practice of parrhesia, a spark of curiosity or its vestiges, might lead you to read on as to why I believe that PHEEIA needs to be framed within a broader structural and historical context of neoliberalism, a key point I was not able to make.

Here is some of what I was hoping to say.

### **PHEEIA and the Neoliberal Strategy to Reorganize Class Power**

I believe that PHEEIA is part and parcel of the neoliberal strategy of deregulation and privatization that has been applied over the past three decades in other parts of the world as well as the US. I will not mince words.

PHEEIA is an effort to destroy and replace the institutions born out of the post-WWII labor-capital compromise that, in the US and many other parts, gave rise to the so-called welfare state. In order to restore profitability, neoliberal strategy seeks to destroy those institutions and efface the foundational logic of such social arrangements from the public mind. It is a strategy that aims to replace these with institutions and modes of thinking that can better and more fully serve capital accumulation and the profit motive. This entails reforming, reorganizing and recalibrating the state and public institutions like the State University of New York.

This is a vast undertaking. After almost 40 years of such efforts, neoliberalism shows discernible patterns and outcomes that have been studied in detail. I believe that such patterns and outcomes need to be considered when assessing the implications of PHEEIA for the University at Albany (SUNY).

Here are only a few of them.

### **Create a crisis, then manage the crisis to destroy public institutions: “disaster capitalism”**

As an economist with an interest in economic development and political economy, I have spent the last two decades studying the impact of neoliberal restructuring on the economy, politics and society. Focused on Latin America, and paying special attention to Chile, the “pioneer” in neoliberal restructuring, I find striking similarities between the experience of how neoliberalism was imposed in Latin American and how PHEEIA is being deployed in the SUNY system.

Many scholars including David Harvey, have indicated that neoliberalism must really be understood as a system of “crisis creation and crisis management” to promote privatization, deregulation and liberalization of the economy and the transformation of power relations in society. Naomi Klein’s best-seller, “The Shock Doctrine” describes this as “disaster capitalism.” Only when policy makers have succeeded in producing a crisis-shocked people and country, can resistance to “free-market” policies be finally overcome. To convince citizens that public institutions need to be privatized, neoliberal planners deploy what has become by now a well-tested plan: Begin by starving public institutions of adequate funding, leading to the growing inability of such institutions to fully accomplish their mission. As dissatisfaction with their performance rises, take advantage of a serious crisis, then offer the solution to what seems like an intractable problem: privatization, deregulation.

Whether a public utility, a state corporation managing a country’s key resource, a public university, or an entire nation, the strategy of “disaster capitalism” has been applied time and time again in Latin America, Europe, Africa, Asia and North America.

By systematically under funding the SUNY/CUNY system for years, and in the midst of the most serious budget crisis in decades, PHEEIA is now presented as the magic bullet, the lifeboat, which will save and solve all our problems.

At the May 10, 2010 Senate meeting, the neoliberal strategy of “disaster capitalism” worked like a charm. We were told, “Approve the Principles Now; Details will be Worked Out Later; PHEEIA will save you.”

### **Social polarization and the Hollowing out of Democratic Institutions**

Neoliberalism’s blue-print of privatization, deregulation, and liberalization has indeed contributed in some places, certainly not all, to reestablish macroeconomic equilibria and relaunch export growth but it has achieved this at tremendously high and unnecessary social and economic costs. Medical jargon is often used. “Cut of the limb to save the patient!” “Pain is the path to Prosperity!” “If you are going to cut of the cat’s tail, you have to do it in one swift swoop!” However, in absolutely all countries where these policies have been applied, social polarization has risen and democratic institutions have been hollowed out of real democratic content.

Instead of fulfilling their role as the vehicle through which citizens can regulate the market and curtail the class, racial, ethnic, and gender differences inherent to capitalist accumulation, neoliberal strategy seeks to fully subordinate all institutions, including public ones, to the logic of the market and profit motive. Where successfully implemented, invariably those who have ended up benefiting the most has been the tiny minority at the very top of the income pyramid.

Instead of a potent force for promoting civic engagement, citizenship, social integration, and knowledge about our changing world, PHEEIA ensures that SUNY and the University at Albany will continue down the path of increased corporatization. PHEEIA will ensure that SUNY and the University at Albany becomes more responsive to corporate capital; not remain wholly attentive to fulfill the broader social, political, educational and cultural objectives of local communities and the people of the state of New York. PHEEIA must be seen as part of a broader agenda, which like the US Supreme Court's recent decision to allow unlimited and secret corporate contributions to political campaigns, ultimately undermines democracy.

### **A New “Common Sense:” Commodifying Every interstice of Social Life**

PHEEIA also needs to be examined in the broader context of efforts to culturally and ideologically legitimize a “new common sense” for New York State: a transition from a past where public higher education was envisioned as a means for social integration, upward mobility, a broad based education, and citizenship, to a present and future in which the mission of public education is reformulated to promote economic competitiveness, “entrepreneurship” and the harnessing of knowledge production to profits and profit-driven entities. Normalizing such ideational and cultural shift is the ultimate goal of neoliberal crisis production and crisis management.

I was engaging only in mild satire when I was interrupted mid-statement by the Senate president as I cautioned that in the future, PHEEIA would lead to departments being evaluated primarily by how much private funding and how many “public-private partnerships” they broker.

PHEEIA prepares us to aspire to see and welcome at the University at Albany (SUNY) new forms of public-private partnerships such as the “Goldman Sachs Freshman Semester on Morality and Ethics;” the “Wal-Mart Endowed Chair for Community Social Welfare;” the “British Petroleum/Halliburton Joint Professorship on Sustainable Coastal Ecology” and my personal favorite, the “Coca Cola/Chiquita/United Fruit Endowed Professorship of Human Rights in Latin America.” Under the new strategic doctrine of the “entrepreneurial university” and PHEEIA “principles,” our students, faculty and administrators will be groomed to see no nothing strange or questionable about it.

PHEEIA encourages us to dream, to dream that we will finally have a faculty lounge at the University at Albany, but only if we can convince McDonalds, Pizza Hut or Altria to generously sponsor it, albeit in exchange for an exclusive ten year contract and tasteful product placement in our classes and commencement events. Don't we have something akin to that already with Coca Cola and Barnes & Noble? Why not explore such possibilities to the fullest?

The more corporate capitalism colonizes previously existing public institutions or previously non-commodified spaces, the more “flexibility” the University at Albany will have to achieve its newly defined mission. This is what the PHEEIA “principles” and SUNY administrators enthusiastically promise.

### **Chile and Greece Can Indeed Teach Lessons to SUNY Albany**

It is erroneous to believe that the experiences of Chile in the 1970s and 1980s or of Greece in 2010 have nothing to do with what is being planned under PHEEIA for the University at Albany and SUNY system. Perhaps through deeply ingrained belief in “US exceptionalism,” you might think that the history of neoliberalism in these two countries is irrelevant to the debate on PHEEIA.

However, if you take the time to inform yourself, you might find multiple and very direct connections that I sketch only very briefly here.

US historian Steve Volk suggests, for example, that despite their geographical distance and evident asymmetries, Chile and the US are much more closely linked than one would think. US elites and planners have used Chile, he argues, as a testing ground for policies that then are deployed in these very United States. Such policies contributed to destroy Chile's democracy and the liberal state, establish a national security doctrine/neoliberal state after 1973 which fostered neoliberal policies such as the privatization of social security, public health and education. Volk's point is that after being tested in Chile, they are then deployed in the US.<sup>2</sup> It is no coincidence that the co-director of the Cato Institute's program to privatize the US social security was no other than Jose Piñera, Pinochet's Minister of Labor and the architect of privatizing social security in Chile. Do your own research and discover how well Piñera's policy turned out for Chileans.<sup>3</sup>

This is the reason why in my statement to the May 10, 2010 Senate meeting I tried to explain why a "post-PHEEIA SUNY" could be envisaged by examining the situation of public education in Chile today. Decades of neoliberal strategy, applied first through the iron fist of the Pinochet dictatorship and then through the velvet glove of "free-market democracy," ended up destroying Chile's highly admired public higher education system.

For the past 30 years, student and faculty mobilizations have tried to restore Chile's public education system to what it once was. At the election for the new Chancellor of the University of Chile taking place this week, one can see how PHEEIA-like policies have reshaped faculty governance; faculty voices now come in three Goldilocks-like separate sizes: those whose voices count for 1/8 vote, for 1/2 vote, or for 1 full vote depending on whether the "permanent" faculty member stepping into the voting booth has been hired for less than 6 hours, between 7 and 22 hours, or more than 22 hours. Starved for funds, the University at Albany (SUNY), like other SUNY campuses, has increasingly resorted to hiring contingent, part-time faculty that carry out almost 50% of the teaching load. Chile shows were PHEEIA will lead in a couple of years: an even more fragmented and tiered faculty than what we already have.

In the SUNY Albany's enactment of the "shock doctrine" and "disaster capitalism," the Senate voted to approve the PHEEIA "principles," trusting that "details" such as tuition hikes, collective bargaining, procurement policies, public-private partnerships, and decisions over work arrangements would be worked out in the future.

Yet, believe it or not, Greece can also offer a stark example of what can happen when those details are not discussed beforehand. The so-called "Greek" bailout, in reality an effort to save the heavily exposed German and French banks by imposing internal-devaluation and by purposefully shrinking the economy to restore profitability, and unload the costs of the adjustment on the working class and the poor.

Costas Panoyakis, an Associate Professor of Social Studies at CUNY, clearly draws such linkages, connections which in a much less eloquent fashion, I was not allowed to make at the May 10, 2010 Senate meeting. Professor Panoyakis points out:

Governor David Paterson recently called for yet another round of cuts for CUNY and SUNY and proposed to make it easier for universities to raise tuition. If approved, these measures would continue to shift the cost of public higher education from the city and the state onto the students. Education is on its way to becoming just another commodity accessible only to those who can afford to buy it.

The situation faced in New York and throughout the United States may not be quite as dramatic as that in Greece, but the pattern is the same. Those most responsible for the global crisis have shifted the burden of the crisis to the rest of us — whether it be Greek workers facing lower incomes and higher prices, U.S. public college students paying higher tuition for an educational experience diminished by relentless budget cuts or ordinary Americans financing Wall Street bailouts even as they are losing their jobs and homes.<sup>4</sup>

## **For the revitalization of critical thinking and a genuinely democratic space at SUNY UAlbany**

But there also exist huge differences between Greece and SUNY Albany. While in Greece such policies have led to popular mobilizations, in the US a movement protesting neoliberal strategies and policies such as PHEEIA is still in its infancy.

In the US and in New York, financial speculators have been bailed out to continue speculating with billions of dollars of public resources with hardly a peep.

At the University of Albany (SUNY), PHEEIA was voted after allowing only six to ten minutes of debate with nary a bleat!

The May 10, 2010 University Senate meeting suggests that before being able to draw such connections, we need to fulfill an even more basic prerequisite: protect the University Senate as a genuinely democratic space, where difference of opinion, and conversations about complex issues are encouraged and the spirit of free speech prevails.

Evidently I do not expect you to agree with me or share my views (or analysis) of PHEEIA, neoliberalism, or my assessment of the Senate meeting.

But if after 10 years of working at the University at Albany, I still have to educate you so that you can see me as a legitimate member of this community, so that am allowed to speak and be heard with a minimal level of respect, then I can only ask:

Whose problem is it? What is the name of this problem?

If you answer those questions, even if just for yourself, then perhaps the much needed conversation and actions to defend public higher education from neoliberalism can really begin.

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1Department of Latin American, Caribbean and US Latino Studies. Author of *Latin American Neostructuralism: The Contradictions of Post-Neoliberal Development* (University of Minnesota Press, 2008); Editor of the *Review of International Political Economy*

2Steve Volk, "Chile and the United States: Thirty Years Later, Return of the Repressed," in *Democracy in Chile: The Legacy of September 11, 1973*. Edited by S. Nagy-Zekmi and F. Leiva (Sussex Academic Press, 2005).

3Fernando Leiva, "Chile's Privatized Social Security System: Behind the Free-Market Hype," *Connections*, May/June 2005: 10-11. A fuller version is available at <http://fleiva.files.wordpress.com/2009/10/leiva-socialsecurity.pdf>

4Costas Panoyakis, "Meltdown Greek Style" *The Independent*, April 21, 2010

<http://www.independent.org/2010/04/21/meltdown-greek-style/>