

2011-2012 University Senate

Monday, April 2, 2012
2:45 pm, CC Assembly Hall

Susanna Fessler, Chair

Minutes

Present: J. Philippe Abraham, David Anderson, Aymen Assuwiyan, Hassaram Bakhru, Robert Bangert-Drowns, Bryant Barksdale, Joseph Bassell, Steve Beditz, Lee Bickmore, Christine Bouchard, Pedro Caban, Raysa Capellan, James Castracane, Thomas Devlin, Bruce Dieffenbach, Peter Duchessi, Diana Dumesnil, Carmen Duncan, Sue Faerman, Susanna Fessler, Richard Fogarty, Cynthia Fox, Jennifer Greiman, Timothy Groves, Hal Gueutal, Yenisel Gulatee, Jean Guyon, Janelll Hobson, Michael Jaromin, Jane Kadish, Donald Keenan, Daniel Keyser, Alice Krause, William Lanford, Danielle Leonard, David Lewis, Eric Lifshin, Andi Lyons, JoAnne Malatesta, Adrian Masters, Candace Merbler, Elizabeth Moran, John Murphy, Toni Naccarato, Nancy Newman, Heidi Nicholls, Gregory Nowell, Susan Phillips, Lawrence Raffalovich, Arthur Rushforth, Donna Scanlon, John Schmidt, Charles P. Scholes, Shadi Shahedipour-Sandvik, Benjamin Shaw, Holly Sims, Leonard Slade, Jr., Lorre Smith, Joette Stefl-Mabry, Tim Stephen, Christine Wagner, Daniel White, Kevin Williams, David Wills, Ryan Witte, Alissa Worden

Guests: Simi Alex, Rachel Amaud, Gianna Annunziata, Roneyka Anthony, Nayed Aquino, James Banville, Jon Bartow, Sheryl Berkowitz, Michael Bilica, Darnell Bostick, Shlomo Boukai, James Breitfeller, Jean-Francois Briere, Ray Bromley, Cali Brown, Raven Brown, Grace Bruno, Shaneeka Butler, Carlos Caban, Jonathan Cabezas, Naini Carvalho, Dan Cave, Heather Cean, Tiffany Chen, Brian Chung, Angelica Clarke, Sara H. Cohen, Brian Cordero, David D'Alto, Toni-Marie DeGrella, Bhaghya Dey, Danielle DiLevo, Ana Paula Dugan, Tuuli Edwards, Tori Ellis, Jessica Estrella, Virginia Eubanks, Jourdan Farrell, Vincent Feliciano, Rossy Fernandez, Christopher Ferraro, Krystal Folk, Danielle Frank, Sue Freed, Roy Frias, Rosanna Garcia, Darioa Garcia, Joseph Gildea, Nick Goldman, Breanna Good, Elana Gordis, Anthony Greathouse, Crystal Griffith, Jose Gustavo Guillen, Victoria Gurrieri, Nelson Gutierrez, Alyssa Hagadorn, Leslie Halpern, Meghan Haney, Anita Hanson, Jacqueline Harden, James Harren, Tyler Hassan, Jackie Hayes, Cory Hofmann Fisher, Kristen Hourigan, Trudi Jacobson, Caitlin Janiszewski, Abigail Jones, Benjamin Kaufman, Maureen Keggins, Haley Lamberg, Joanna Landers, Jeff Lasher, Kathryn Lee, Brian Levy, Randy Lin, Calvin Lin, Eric Marcias, Ashley Mawad, Laura Melburn, Samara Meyers, Anthony Monello, Aran Mull, Alexander Naidoo, Jake Nasar, Eli Nascimento, Esther Ng, Kiana Nguyen, Kate Paarlberg-Kyam, Jennell Pascall, Alejandra Pereyra, Kenneth Perez, Amanda Peveraro, Annmarie Pichiarallo, Matthew Pipitone, John Pipkin, Shelly Polanco, Elizabeth Prairie, Gregory Priest, Calvin Prince, Samantha Roberts, Sade Roberts, Jeremy Rogers, Catherine Rojas, Julissa Rosado, Marissa Samaci, Joan Savitt, Helen Scheck, James Schiaffo, Sophia Smart, Carlucio Sorriento, Ryan Stern, Kirstin Strand, Justin Strumph, Nesaulry Torres, Katherine Truby, Seth Varcirca, John Weigel, Francine White, Kathie C. Winchester, Marcella Woytash, Justine Wright, Lauren Zimmerman

The meeting convened at 2:50 pm

APPROVAL OF MINUTES

The minutes of March 5 were approved with the following voting results: Approved: 48; Opposed: 0; Abstained: 5

PROVOST'S REPORT—SUSAN PHILLIPS

Provost Phillips provided an update on the budget. The Governor and Legislature passed an on time budget. For the first time in five years there were not cuts in state assistance to SUNY. This was one of the benefits of the maintenance of effort clause included in the SUNY 2020 legislation. The SUNY hospitals received almost \$30 million which is a major restoration to those budgets. Had the restoration not been made it would have come from all other SUNY campuses. The 2020 Challenge has been expanded to allow campuses to compete for an addition \$20 million.

There were several UAlbany initiatives that received state funding including the Center for Autism and Just for the Kids. The campus received \$22 million in capital for critical maintenance. This is the fifth installments of capital funding which will support repair and maintenance on campus, the Campus Center extension, the new building for the School of Business, new dorms and the complete renovation of Mohawk Tower. The Tower renovation will be the largest residential improvement project ever undertaken on campus. The Facilities Master Plan was initiated during the past year and is managed by UAlbany's Facilities Office and the State University Construction Fund. The intent of the plan is to define planning over the next 10 to 20 years. The plan will be rolled out to the community this week with open forums and information sessions. The Facilities Office will be asking for feedback from the campus community.

Provost Phillips reported on campus events related to the President's Diversity Dialogue Program. Last month Chancellor Nancy Cantor from Syracuse University visited the campus and discussed how to forge a new understanding of the role of universities in society. Later in April, representatives from Texas A&M will attend to discuss recruiting and maintaining a diverse faculty.

The University has been named to the 2012 Higher Education Community Service Honor Roll. The campus was recognized for three programs: Communities for Healthy Living, Middle Earth Peer Assistance Program and the Urban and Regional Planning Program in Arbor Hill and the South End.

The University at Albany student group Reclassifying All Children Equally Organization was recognized by the Newman's Own Foundation and received a \$10,000 award for its efforts mentoring at-risk youths in the community.

Provost Phillips offered congratulations to the women's basketball team for winning the division title. The title is an honor for both the team and the school.

The Provost referred to the handout of faculty accomplishments. She also reminded everyone that Commencement is coming up and encouraged all to participate.

The SUNY 2020 proposal has not been fully accepted by the governor's office but the campus continues to make plans for faculty hires. New faculty were hired under the pilot proposal and 49 proposals have been received and are under review. The Provost is hoping the process will be completed before the end of the semester. Provost Phillips expects to make a report on the work of the strategic planning working groups in May. Updates on the steering committee can be found on her website.

Senator Lewis (?) referred to a presentation of the facilities master plan that was held the Saturday during spring break. He said slides referred to a school of pharmacy and an academic village. CERS Chair MacDonald offered clarification and said those were presented as examples. The Provost was not aware of a meeting being held during that time and said she did not believe that was intended for this campus. She added that the purpose of the FMP process is to convey their findings to the community and to solicit feedback.

SENATE CHAIR'S REPORT – SUSANNA FESSLER

- The Senate Executive Committee met on Monday, March 19th. Agenda items included a presentation by Miriam Tremontozzi, Sue Faerman, and Phil Nasca about CCUCE; feedback to UPPC on its proposed campus impact form; multiple bills from UAC, including the General Education bill; and the revised policy from CERS on Research Integrity.
- The Presidential Search Committee hosted an open forum on Friday, March 9th on the Uptown Campus to solicit feedback from all faculty and staff regarding what qualities they would like to see in the next president of UAlbany. There were approximately twenty people in attendance. A second session was held on Tuesday, March 20th on the Downtown campus. There were four people in attendance. The comments were wide ranging and focused on the characteristics and experiences sought in a new President, major issues that will face a new President, and the search process itself. For those unable to attend either meeting, the committee welcomes feedback through the Presidential Search website at <http://www.albany.edu/presidentalsearch/>
- Facilities Master Plan: The FMP is a comprehensive, integrative document that helps inform future capital funding requests for both UAlbany and the State University Construction Fund (SUCF) and identifies and prioritizes an implementation sequence for a 10+ year period. The FMP will be driven by enrollment projections and incorporate both academic and physical master planning. Each of the SUNY campuses are doing an FMP as part of a statewide SUNY/SUCF initiative.

Facilities Master Plan Informational Sessions are scheduled as follows (each session lasts approximately 90 minutes):

4/3/12 Downtown Campus Session, 1:00 p.m., Husted Hall Room 106A

4/4/12 East Campus Session, 1:00 p.m., conference Room A/B (near the cafeteria)

4/6/12 Uptown Campus Session, 1:00 p.m. and 6:00 p.m., SEFCU Hall of Fame

Information about the FMP is available online at <http://www.albany.edu/facilities/fmp/>

- The annual Spring Faculty meeting is scheduled for Wednesday, April 18th at 2:30 in the Campus Center Ballroom. Save the date!

OTHER REPORTS

UFS (University Faculty Senator's Report) –Daniel D. White, J. Philippe Abraham & Shadi Shahedipour-Sandvik, SUNY Senators

The SUNY Senators will be meeting at SUNY Geneseo for the spring Plenary on April 20 and 21.

GSO (Graduate Student Organization) – Heidi Nicholls, GSO Representative

The graduate student organization will be holding their elections on April 16th and 17th in order to prepare for the Executive Board turn over. We are currently in the process of preparing an online forum to discuss the proposed changes to our constitution and present them at the next GSO Assembly meeting (April 13th) in time to put them on the All Graduate Student Ballot. We have welcomed Jak Akdmir as our new MCAA chair, Raysa Capellan as our new Lead Senator and Aymen Assuwiyan as our fourth senator for the Spring Semester. Similarly, the office is looking to hire new office managers and a new Lead Office Manager for the summer and fall of 2012. There are also various exciting events underway such as a Badminton Tournament, cultural movie night, world games evening, and more.

Ms. Nicholls reported that attempts are being made to form a cricket team. Currently there 15-30 people who have been regularly participating and they are all from diverse cultural backgrounds. The GSO is following the lead of the SA to have programs similar to their suicide prevention and take back the night.

SA (Student Association) – Bryant Barksdale, Student Association President Designee

Run-off elections will be held on March 27th and 28th to determine the new President and Vice President of the student Association for the 2012-2013 Academic Year.

On March 29th the annual comedy show will take place in the Hall of Fame Room in the SEFCU arena at 9pm. The feature act will be Tony Rock brother of Chris Rock. This event is free to all students, but we recommend a small donation that will go to the American Foundation for Suicide Prevention (AFSP). Also on April 1st on the academic podium the Student Association will be co-sponsoring an Autism Speaks walk.

ParkFest is currently scheduled for April 21st we are working out the final details on what performers will be coming to the event and then will advertise it to the student body. On the following day our annual Culture Carnival will take place out on the Dutch Quad commons area.

The online form is ready for all undergraduate students to nominate a faculty member for the Outstanding Faculty Award. The date and event where this will be presented is still being worked out.

Mr. Barksdale reported that run-off elections were recently held and announced that Arthur Rushforth will be the new Student Association president. Rebecca Kurlander will be the new vice-president. The revised Constitution was on the ballot and was ratified. Changes will become effective in August.

COUNCIL/COMMITTEE REPORTS

CAA (Council on Academic Assessment) – Adrian Masters, Chair

At its meeting on 29th February the CAA established a reporting procedure for Gen. Ed. Assessment reviews.

Chair Masters reported that the Council met on March 28 and finalized the program review for Public Administration.

CAFFeCoR (Committee on Academic Freedom, Freedom of Expression, and Community Responsibility) – Aran Mull, Chair

The committee met on March 12th to review the revised Responsible Use of Information Technology policy and continued work on the committee's policy for managing complaints brought to the committee.

CERS (Committee on Ethics in Research and Scholarship) – Carolyn MacDonald, Chair

CERS met and voted to approve the revised policy document, which is submitted as a bill.

COR (Council on Research) – James Castracane, Chair

COR met on March 1st in an abbreviated (and quorum-less) session due to the "snow storm". VPR Dias presented the UAlbany Division for Research update.

The process of annual report review from the Centers/Institutes/Labs sub-Committee has begun. All Directors of a Center/Institute will be contacted in the near future to provide their status and progress during the last year.

Chair Castracane reported that recommendations have been made to the Vice President for Research to fund 8 out of 10 of the benevolent award applications.

CPCA (Council on Promotions and Continuing Appointments) – Christine Wagner, Chair

CPCA has now completed the review of twenty cases this year. Two additional cases will be reviewed at the next meeting on March 23, 2012.

GAC (Graduate Academic Council) – Tim Groves, Chair

The GAC met on March 6.

- Rockefeller College's Department of Public Administration and Policy had proposed several changes to its Public Sector Management Certificate of Graduate Study. The overall structure of the Certificate remains intact. The changes ensure course availability and give students relevant elective choices, The Committee on Curriculum and Instruction voted 6-0-0 on March 1 to accept the changes, and forward the proposal to the GAC. The GAC in turn voted unanimously on March 6 to accept the proposal.
- George Robinson presented his review of the most recent Middle States self-assessment of the Physics program. Following discussion, the GAC voted unanimously to accept the report.
- A lively discussion of policies, practices, and procedures for academic dishonesty took place, with a summary of GAC members' inputs. This discussion will be coordinated with UAC for upcoming joint action.
- Next GAC meeting is April 4.

The GAC has no bills pending Senate approval.

GOV (Governance Council) – Andi Lyons, Chair

The Governance Council met on March 19. Dan White was unable to attend, so the Council has not yet reviewed the task force's materials addressing "Resolution 1112-03R to Investigate Violations of Governance Procedures in Matter of 2010 Program Deactivations." GOV has received nominations from some groups, but is still awaiting representatives from GAC and UPPC to finish populating the committee to address "Resolution 1112-05R to Determine Offerings in European Languages & Classical Studies in Accordance with UAlbany's Mission and Strategic Plan." The Committee on Liaison and Elections had announced the

deadline for nominations by petition as March 19. The spring elections will be held electronically, from April 2-5. Updates to the Senate Handbook were discussed, and we considered possible clarifications to the bylaws. Due to a lower than normal meeting turnout, GOV decided to postpone any decisions until its next meeting, which is scheduled for April 16.

Chair Lyons reported that UAC and GAC have submitted names of members to represent their councils on the subcommittee charged to make determinations as outlined in Resolution 1112-05R.

Senator White reported on behalf of the task force charged to investigate violations of governance procedures as outlined in Resolution 1112-03R. He said members are reviewing a draft of the report but it is not ready for public view at this time.

LISC (Council on Libraries, Information Systems, and Computing) – Nancy Newman, Chair

The IT Committee chair, Larry Raffalovich, and Assistant CIO Lisa Trubitt presented the revised “Responsible Use of IT” Policy at the March 5 meeting. The policy is considerably streamlined from its current version, but will contain references (links) to other relevant texts reflecting changes in technology and usage over the past decade. Discussion ensued as to whether “Responsible Use” would be presented to the Senate for consideration, and it was agreed that further consultation with CIO Chris Haile is needed. A brief overview of the Digital Content Task Force was presented by Library Committee chair Charles Hartman and Dean of Library, Mary Casserly.

Chair Newman reported that LISC will present revisions to the responsible use of IT policy at a future date.

UAC (Undergraduate Academic Council) – JoAnne Malatesta, Chair

The Undergraduate Academic Council met on February 27th and March 12th to review a series of departmental proposals. UAC approved the following proposals and is forwarding them on to the Senate for review:

- Proposed changes to the General Education Curriculum
- Proposed changes to the Policy on Double Majoring
- Proposed changes to the Policy on Internships (UNI390) and creation of a sophomore level internship option (UNI290)
- Proposed update to the implementation date of Bill 1112-05.
- Proposed curriculum changes to the Biology BS program.
- Proposed curriculum changes to the Music Program
- Proposed curriculum changes to the Informatics Major

The Urban Studies and Planning proposal was forwarded to UPPC for review on February 22nd.

ULC (University Life Council) – Yenisel Gulatee, Chair

ULC met on March 1st. We had a guest speaker, Margaret Reich, from the Office of International Education. She talked about our international student community. She discussed concerns, needs and issues they face. Our next meeting was on March 22nd where Michael Jaromin made a presentation on the recent survey measuring student engagement in diverse organizations and activities. In addition we discussed the academic calendar and issues that have been expressed over the changes. We also continued the discussion on smoking on campus since health concerns continue to be raised from faculty and staff.

UPPC (University Planning and Policy Council) – Eric Lifshin, Chair

NEW BUSINESS

FACULTY ATHLETICS REPRESENTATIVE (FAR) INTERCOLLEGIATE ATHLETICS REPORT – GUESTS: TERESA HARRISON AND LEE McELROY

Dr. Harrison explained her role as Faculty Athletics Representative to the council and presented data about the academic standing of the 437 students on some kind of athletic scholarship, including the average GPA and SAT scores of incoming freshman student athletes and the majors that all student athletes enroll in. She noted that we have a significant number of student athletes enrolled in restricted majors. Additional information presented to the council included the GPAs of student athletes divided by sport, and the student athlete graduation success rate (GSR). The NCAA tracks the Academic Progress Rate (APR) by each sport and closely monitors academic eligibility. The university takes corrective action if the APR falls below 925 (max. score of 1,000).

Dr. Harrison went on to explain the composition and charge of the Intercollegiate Athletics Advisory Board. Dr. McElroy commented on the Breakfast of Champions program – student athletes invite one of their professors to see what a day in the life of a student athlete is like. Dr. Lifshin asked about the rationale for the NCAA imposing academic standards – Dr. McElroy responded that the metrics are established to protect academic integrity and to make sure that the institutions do not allow at risk students to participate in athletic programs to the detriment of their academic experience. Mr. Birge commented that we seem to be attracting students who are academically talented and who often take their 4th year of eligibility to take a graduate degree. Dr. McElroy concurred that we are attracting this type of student and they are doing very well, and that our student athletes reflect the academic profile of the institution, which is not so common in NCAA Division 1 schools. Dr. Lifshin thanked Drs. McElroy and Harrison for their attendance.

SPRING BREAK SCHEDULING – GUESTS: KAREN CHICO HURST AND BOB ANDREA

Ms. Chico Hurst explained how the academic calendar is built. There are 23 factors that go into the construction of the academic calendar.

The main goal of the academic calendar is to make sure that we are compliant with the required number of meeting dates. She explained the difficulties with planning the schedules with all the different factors in play, and requested the Council's assistance in ranking the importance of the various planning criteria. Dr. Fessler brought one of the issues that came up in SEC was that we have been operating at the minimum for several years, and this semester we have three extra days. The faculty would like consistency in order to plan their syllabi. Ms. Chico Hurst would like to see us start with 14 or 15 meetings to allow for cancellations. Dr. Fessler also requested a preference for symmetry between the semesters.

Ms. Chico Hurst would like to know how many people are interested in our breaks coinciding with the school breaks. She has polled other SUNY campuses and most do not do that. Dean Bangert-Drowns brought up the different values (academic quality, religious accommodation, family friendly, etc.) and how we might weigh them. If there is a conflict between values, how do we rank (and who ranks) what is most important. Dr. Lifshin suggested if different calendars could be created based on those values, the council might provide input as to what works best.

The St. Patrick's spring break issue was raised – the preference from the Provost and President is to try it for a couple of years. Dr. Fessler suggested a survey to prioritize preferences across the university. Ms. Khan noted that the Student Association passed a resolution that the breaks should coincide with religious holidays as opposed to wanting students off campus for St. Patrick's Day. Dean Bangert-Drowns asked about religious observation protections for faculty – Mr. Beditz responded that labor laws protect faculty who wish to observe religious holidays.

Ms. Chico Hurst has vetted three years' worth of calendars with critical university services and can provide calendars for review by mid-April. She asked how the council feels about the potential for a 'bonus' day if no cancellations are used. Faculty members of the council felt that it would be disruptive to the faculty.

OLD BUSINESS

CAMPUS IMPACT STATEMENT FORM DESIGN

The revised Campus Impact form was circulated to the council for any final comments. SEC has seen the form and not responded with comments. Dr. Lifshin called a motion to adopt this form for use in future program submissions to SEC. Unanimously approved.

ACTION ITEMS

Dr. Fessler will circulate the approved form to SEC.

Next meeting will be Friday, April 20, 2012.

OLD BUSINESS

Approval of Changes to Council Memberships

Senate Secretary Leonard reported that only a few changes are pending Senate approval. On CPCA, Sandra Vergari has stepped down and Eric Hardiman will replace her. UPPC has added a new GSO senator, Aymen Assuwiyan.

Secretary Leonard reminded everyone that Senate elections are underway and the polls would be open until Thursday, April 5. She encouraged everyone to vote and to contact the Senate recorder or secretary if there were problems.

Senate members voted to approve the changes of council memberships with the following voting results:
Approved: 63; Opposed: 0; Abstained: 1

NEW BUSINESS

Senate Bill 1112-15: Revisions to the General Education Policy:

Chair Fessler asked UAC Chair Malatesta to introduce the bill. Following her introduction a debate session would take place. In the interest of fairness, she asked that once a person had asked a question or spoken that he or she allow another the chance to speak. Chair Malatesta provided the following introduction to the bill.

Presentation of the General Education Bill to the University Senate – April 2, 2012

I apologize in advance for what is sure to be a somewhat lengthy introduction to this Bill. However, for any bill that has been in the works for over 2 years, it is only prudent to take a few minutes to briefly visit the process, decision making and outcomes. One reason that I think this explanatory introduction is necessary is to reduce speculation about what the UAC and Gen ED committees did or did not consider in the last 2 ½ years and to explain the decision making process.

At a broad level, I can say that this process was illuminating. I was privileged to be a part of this conversation and to interact with and learn from our outstanding colleagues who are clearly invested in our students and in the quality of education at the university. That being said, this was not always an easy conversation. In fact, there was considerable debate, discussion, and downright disagreement during this process. Given the number of rich and diverse perspectives on this campus, you can imagine that people of good will with equal commitment to this process engaged in thoughtful and considered debate that resulted in the current proposal. This proposal represents a tremendous amount of effort, dedication and ability to compromise to develop a general education curriculum that reflects the excellence of the UA degree, is considerate of the academic experience of our students while aligning with the SUNY BOT efforts to streamline gen ed curricula, improve time to degree and increase student mobility.

As with most things, in order to understand the end, we must understand how we began.

HISTORY

- Jan 2010 – SUNY Board of Trustee’s changes mandatory general education requirements
- FEB 2010 – UAC / Senate asked for Task Force
- DEC 2010 – Task Force reports to Senate
- Jan 31, 2011 – UAC Charged
- Feb 11, 2011 – SUNY student mobility policies memo
- Feb 14, 2011 – UAlbany Senate rejected BOT minimums
- Feb 21, 2011 – UAC solicited feedback from departments about Task Force report
- March 9, 2011 – Deadline for feedback
- April 20, 2011 – UAC drafted a proposal but attempted to implement advisory board to continue evaluation before bringing bill to the Senate. Due to Senate scheduling error, missed the 10 day requirement.
- Sept 2011 – UAC began meeting and constituted new Gen Ed Committee. Immediately began evaluation of Gen Ed proposal. Inclusion of CAS programs by design.
- Dec 15 2011 – UAC approved the General Education Proposal
- Feb 17, 2012 – Presented to and unanimously approved by UPPC

WHAT WE DID

UAC evaluated the Task Force Recommendations, Departmental feedback, the Strategic Plan, and the SUNY Mobility/Transfer Students policy. We focused on creating a holistic plan the developed a university wide curriculum and was not solely based on individual departments. Instead, it is about creating a broad based curricular foundation.

- UAC Collected data from departments, Institutional Research, and within the committee to examine the impact of GE on all aspects of the University – particularly departments and students.
- Included Registrar and Director of Advisement Services
- Some of the things that we learned (both empirical and anecdotal):
 - Upperclassmen can comprise up to 65% of enrollment in certain gen ed classes
 - Almost ALL departments wanted to streamline the proposal
 - 40% of all UA students have a language regents waiver
 - 20% of students have a MATH waiver based on Regents or AP credit
 - Departments are being forced to add “emergency” senior sections of gen ed courses
 - Programs/departments feel disproportionately responsible for gen ed courses
 - Prog/dept report that their commitment to gen ed courses limits ability to expand or improve major/minor curriculum
 - Other SUNY schools are also involved in this debate. Some, like StonyBrook and Plattsburgh intend to adopt the BOT minimum while others are still in the debate and exchange process.
- Departmental responses to the Task Force Report made clear the following:
 - Streamlining of the GE curriculum was almost unanimously supported
 - Freshman Writing was desired by everyone but concerns about funding were expressed
 - Art/Humanities: almost unanimously opposed to collapsing the categories
 - World Within Reach: HUGE concerns about each Department having to offer a major and non-major section. While most support the idea of this type of course there were significant concerns regarding implementation.
 - Competencies: Most departments support bringing into major, HOWEVER – huge stress on flexibility about HOW to incorporate.
 - Historical, Global, Regional Studies: This category collapsed US His, Europe and Regions into one category. Most did not comment on this change, but among those who did (4 programs) they expressed concern about the role of “diversity, gender, ethnicity, regional difference, and a host of global issues”.
 - Other Issues: Enrollment/FTE implications; Double Counting
 - OVERALL:
 - Concerns about RUSH to implement
 - Want to have a voice in the process
 - NOT a one size fits all model
 - ALL agree that writing needs to improve

The UAC engaged in thoughtful deliberation of each decision included in the report below. We attempted to maintain the intention of the recommendations of the General Education Task Force while being mindful of the feedback received from academic departments and schools. In developing this proposal UAC sought to ensure that the proposal:

- a) Streamlined the general education program
- b) Maximizes faculty and departmental resources
- c) Strengthens major programs
- d) Creates opportunity for study abroad

- e) Retains a UAlbany signature course

OUTCOME - PROPOSAL

We have viewed this as an **EXPOSURE** model – designed to give students an experience in a broad range of areas and information. We specifically choose to limit UAlbany stand-alone courses and instead chose to focus on how to best **INTRODUCE** students to these disciplines and issues.

CORE required by SUNY (2 courses)

- o 3 credits in **Math**
- o 3 credits **LL Writing Intensive**

RATIONALE: The lower-level writing intensive requirement will remain as it is under the current General Education Program. The Strategic Planning Implementation Groups are engaged in explorations about if and how to implement a new writing program and what corresponding writing requirements might be desirable. Given the university wide consideration and evaluation of the writing program on campus the UAC is recommending that the general education program retain the current lower level writing requirement pending the outcome of these discussions and UAC’s consideration of any subsequent recommendations that come from the Strategic Planning Implementation Groups.

FLEX categories from SUNY (7 courses)

RATIONALE: Choose to create an exposure model across the flex categories required by SUNY. This means that we reduced credits in Sciences (Social and Natural) to a **MINIMUM** of 3 each, retained Arts and Humanities as independent requirements, pulled US History out of the historical perspectives, retained Language at an elementary level and created an International perspective which draws from Europe, Regions, and the UA category of Global/Cross cultural and appropriate study abroad.

- o 3 credits in **Natural Sciences** (reduced by 3)
- o 3 credits in **Social Sciences** (reduced by 3)
- o 3 credits in **Humanities**
- o 3 credits in **Arts**
- o 3 credits in **U.S. History**
- o 3 credits in **Foreign Language**
 - Allows students to complete with level 1 of language
 - Eliminates need for CC Loophole
 - Is responsive to the likely influx in demand w discontinuation of Regents
 - Encourages exploration of different languages
- o 3 credits in **International Perspectives:** Can be fulfilled by at least 3 credits in cultures and traditions of a region, nation, or society outside the United States; or completion of an approved study abroad experience that earns UAlbany credit. [Note: many courses that currently count as Europe, Regions beyond Europe, or Global and Cross-Cultural Studies under the present General Education program would count in this new category.]

RATIONALE: Some concerns were expressed about the title of this grouping as well as the rationale for the grouping of these four areas (Study Abroad, Europe course, Regions beyond Europe course and Global).

- During the discussion of this particular area UAC explored the idea of a requirement which would allow for a broad exposure to perspectives **BEYOND** American culture/American history.

- It was noted that these areas represent a clustering of options that are no more broad than the breadth of material included under the other general education categories such as the Natural Sciences or Social Sciences.
- Early agreement existed that the spirit of this requirement could be realized in a variety of ways and that the current categories of Europe and Regions beyond Europe fit well.
- Continued discussion lead to the incorporation of an appropriate study abroad experience as serving to meet the requirement. Specific study abroad experiences which will fulfill this requirement are yet to be determined and there was some discussion about the need to go beyond the borders of North America.

UALBANY Local Requirements (1 course)

TASK FORCE – Proposed World Within Reach courses.

UAC developed: 3 credits of “Challenges for the Twenty-First Century” – a UAlbany signature course and local general education requirement. This course can be taken inside or outside the major. Courses can be offered at any level (100 – 400) at the discretion of the department.

RATIONALE: A University at Albany signature course and local general education requirement. Any department may offer these courses, and students may take this course inside or outside their major, at any level between 100-499. These issues-based courses will:

- Integrate challenges and opportunities in such areas as cultural diversity and pluralism, science and technology, social interaction, ethics, global citizenship, and others, and may include interdisciplinary approaches.
- Courses in this category address the historical roots and contemporary manifestations of challenges that lie ahead as students move into the world beyond the University at Albany.
- Note: Many courses that currently count as Global and Cross-Cultural Studies or US Diversity and Pluralism under the present General Education program could fulfill this category. These would of course be in addition to new offerings designed to explore challenges for the twenty-first century.

UAC engaged in extensive conversation and debate about this course. Redesigned to specifically incorporate and make prominent the role of historical and diversity perspectives.

COMPETENCIES

In Major – Oral Discourse, Info Lit, Critical Thinking, Advanced Writing

RATIONALE: A major at the University at Albany, required of all students, is a coherent set of classes and, in some cases, field and/or extra-curricular experiences. By progressing through the major, students gain important discipline-specific knowledge and competencies.

- o This proposal adopts the General Education Task Force recommendation that students acquire SUNY mandated competencies in critical thinking, oral and written communication, and information management largely in the discipline(s) of their majors.
- o Each major will specify how students will become proficient in these competencies through coursework completed to satisfy the requirements of the major, either within or outside the major department.
- o Libraries have expressed a desire to continue offering these courses and working with departments to deliver area specific courses

TRANSFER ISSUES

- Students who have completed an AA or AS degree from another SUNY institution will have fulfilled the general education requirements at UAlbany with the exception of the local requirement, “Challenges for the 21st Century.”
- Students who transfer to UAlbany from another SUNY institution who have not earned an AA or AS will satisfy requirements in the UAlbany General Education program based on their SUNY General Education Transcript Addendum (GETA). A SUNY-GER area successfully completed at another SUNY campus will meet the same SUNY-GER area at UAlbany.
- Students who transfer from non-SUNY schools will satisfy General Education requirements based on the University at Albany course equivalents assigned.

ADVISORY BOARD

- o GEN ED NEEDS A HOME
 - Gen Ed Committee and UAC are transient and yearly
 - Consistency between the years would be helpful
 - Resembles honors college advisory board
 - Work with faculty, departments and gen ed committee

RATIONALE: This rationale is provided to clarify the need for the Advisory Board in light of the Middle States Self Study and in response to the University Strategic Plan. Furthermore, this rationale details the long-term role of the Advisory Board. The Advisory Board will be advisory to the General Education Committee of the UAC. The Advisory Board is not a policy-making body. UAC will undertake all policy-related deliberations and will bring forward proposals for approval by the University Senate. Membership of the Advisory Board will be recruited by the Associate Dean for General Education with the help of UAC and will be approved by a majority vote of the UAC.

The purpose of convening a General Education Advisory Board is to ensure that the principles and practices of the General Education program are well understood by all stakeholders, so that all concerned parties understand that General Education courses are an integral part of undergraduate work. In this context, the Board would be responsible for soliciting student input on an ongoing basis about desirable General Education courses, and work with deans and department chairs to find support for faculty to design and teach such courses. Additionally, the Advisory Board will work with departments, Institutional Research, Planning, and Effectiveness, and the Council on Academic Assessment to develop assessment processes and strategies for implementation of new General Education requirements such as the major competencies.

The floor was opened for a question and answer period followed by a comment period.

Q: Where is the concentration for US Diversity and Pluralism?

A: Chair Malatesta responded that UAC anticipated that the principles behind US Diversity and Pluralism will be part of Challenges for the 21st Century.

Q: What is the rationale for not including US History?

A: Chair Malatesta responded that it would not be excluded. Senator Richard Fogarty, Chair of UAC's General Education Committee (GEC) added that courses in US History were an important part of the GE learning objective and the US History general education requirement in the new curriculum is remaining exactly as it is in the current curriculum.

Sue Faerman, Vice Provost for Undergraduate Education, said that although GEC can consider courses with learning objectives for a certain category, we need to obtain approval from SUNY System that a course counts in its learning objectives. The purpose of maintaining a category such as Challenges is that it is not mandated by SUNY.

Q: Associate Professor Virginia Eubanks from Women's Studies asked if 30 credits would provide more flexibility for students and whether it was the minimum or the maximum.

A: Senator Fogarty said 30 credits is a minimum, and reducing the general education credits toward that number is an attempt to reduce the time to degree and enhance mobility between campuses.

Senator Merbler commended UAC for the amount of work put into forming the bill and offered two observations. As a librarian, she often deals with freshman who have difficulty finding available general education courses and the library assumes an assistive role. She requested assurance from the committee that seats would be made available in required courses. Secondly, Senator Merbler inquired about the impact on the Writing Center which has recently undergone cuts. She asked the committee to ensure the program moves forward.

Q: How did UAC derive the number of members on the Advisory Board?

A: Chair Malatesta said the process began by using the Honors College Board as a model. UAC wanted a board large enough to represent those teaching GE courses across campus and include key members of the campus community such as the Director of Advisement Services. UAC wanted the board to be inclusive and represent all GE categories and Schools and Colleges. It was important that students be part of the board and there are five seats for undergraduate students. Vice Provost Faerman said that all the schools and colleges were included in order to balance representation for those that offer the majority of GE classes.

Q: How did UAC reach the number of three credits for the foreign language requirement?

A: Chair Malatesta said UAC had productive discussions on the topic and realized that students were having difficulty getting to the second level course currently required. The new proposal offers alternate ways to satisfy the requirement.

Q: UPPC Chair Lifshin asked how a faculty member would obtain general education certification if they were to propose such a course. Currently, courses have to be certified at the SUNY level but he asked who would make the decision at the university level.

A: Chair Malatesta said the procedure would remain as it currently is with the GEC making the determination as to whether courses need to be advanced to SUNY Administration for approval. She said the advisory board would not have input in the decision.

Q: Can the number of students on the advisory board be increased. Concerns were raised that students may feel less intimidated if they had a stronger representation.

A: Chair Malatesta said that could be revisited if there was a strong student sentiment. A suggestion was also made to have recent alumni invited to participate.

Q: (Kate) There are no categories that could fulfill US Diversity and Pluralism. It appears that an undergraduate could complete four years of study without having taken a course in this discipline—is this possible?

A: Senator Fogarty addressed the inquiry. To get through the GE curriculum without encountering US Diversity would be difficult. Diversity is present across much of the curriculum. One could complete the GER without taking a specific course but would encounter courses in US Diversity in many other courses. Diversity means many different things. UAC tried to put diversity up front in Challenges for the 21st Century. Students are most likely to encounter diversity in the International Perspectives and the Challenges, both of which were created specifically to provide a home to diversity in all of its manifestations.

Q: (James) A request was made to provide more information about who will teach the International Perspectives and Challenges courses. He asked why US Diversity and Pluralism became an issue and why there is not more specific information available about the Challenges courses.

A: Chair Malatesta addressed the teaching portion of the questions. Since the deans oversee hiring, they were consulted and asked to solicit feedback from faculty who teach GE courses. Concerning specific information about the Challenges courses, Chair Malatesta said a great deal of time was dedicated to crafting the requirement and believed it would be nearly impossible for students not to engage in diversity or global studies within the Challenges requirement. Senator Fogarty said there are no courses being eliminated. Many of the courses in US Diversity and Pluralism count in other categories and these courses will be a major part of Challenges for the 21st Century and International Perspectives.

Senator Lanford made a request to have the program reviewed in one or two years to measure the attractiveness of the program from the students' perspective. He also suggested making a parallel study with our peer institutions which would include the other three university centers in Binghamton, Stony Brook and Buffalo. The university should determine at that time whether adopting this program has gained UAlbany better or less qualified students. Chair Malatesta said this had been discussed over the past two years and much of the discussion seems to indicate that the university was losing students under the current GE program. It was also noted that Undergraduate Admissions is heavily involved in monitoring and assessing this dynamic and would likely welcome the idea of sharing their findings after the program has been implemented.

At approximately 4:15, Chair Fessler asked for a motion to extend the meeting for an additional 30 minutes. The motion was made and seconded. Extension of the meeting was approved by a vote with the following results: Approved: 51; Opposed: 12; Abstained 2

Graduate student visitor Jackie Hayes asked for a guarantee that the new proposal would not lead to a drop in full time enrollment and not be used as a justification to eliminate classes. Chair Malatesta said consideration was given to how the new program will impact departments and it is anticipated that the courses currently being taught will find a place in International Perspectives and Challenges. In addition, Senator Fogarty said the expectation is that if students want particular courses they will continue to take them whether or not they are categorized as US Diversity and Pluralism or International Perspectives and Challenges.

Senator Cabán from LACS said he would vote against the bill and read the following prepared statement:

I am Pedro Cabán- Senator elected by my colleagues in the Department of Latin American, Caribbean and U.S. Latino Studies (LACS).

On December 14, 2010 the department submitted to the General Education Task Force a statement enumerating the reasons for its opposition to the proposed Gen Ed revisions under consideration at the time. There is no need to reiterate the elements in that document, since it is part of the record. However, I will mention that Senate Bill 1112-15 reaffirms the original Gen Ed Task Force report, and ignores the concerns raised by LACS.

I will vote against the Bill for a number of reasons, but will mention only two, given time constraints.

1. The academic rationale for the Gen Ed revision that eliminates the category of U.S. Diversity and Cultural Pluralism is vague and flawed. For example, *The World Within Reach: Global Challenges in the 21st century* is a problematic category since it lacks coherence or a set of unifying academic themes. Moreover, I cannot ascertain the academic rationale for simply asserting equivalence among a variety of content subjects and interdisciplinary approaches as proposed in *World Within Reach*.

The challenge that historically unprecedented demographic transitions pose for national unity and the exercise of democratic practice in the United States, which is one of the most salient issues of the moment, is arbitrarily positioned in the same category as social interaction (whatever that maybe). A serious conceptual liability in the *World Within Reach* category appears in footnote 13, where the report recommends the “recasting” of the History of the Civil Rights Movement or Race and Ethnicity as the Civil Rights Movement or Race and Ethnicity in the 21st century. I assume the report is referring to the civil rights movement/race and ethnicity in the United States.

A student of the U.S. civil rights movement can raise any number of reasoned objections to the proposed recasting. The most elementary criticism is that the 21st century has just entered the second decade so, to put it mildly, it is premature to embark on a historical analysis of the young century’s civil rights movement. Indeed, I am tempted to ask where is the 21st century U.S. civil rights movement taking place? Or is the Gen Ed revision suggesting that courses on global civil rights movements should be offered?

More importantly, how can one seriously entertain the idea of studying what is arguably one of the most transformative events in the formation of this nation without any historical grounding? How can we presume that a course on Race and Ethnicity in the 21st century is an adequate substitute for this momentous episode in U.S. history?

The lack of intellectual coherence in the Challenges for the 21st Century is apparent in the report’s statement that “any department may offer these courses,” while simultaneously referring to this kaleidoscope of courses as a “University at Albany signature course.”

The University community and future generations of University at Albany students would be much better served if the U.S. Diversity and Cultural Pluralism category is retained.

2. It is the University at Albany’s responsibility to prepare our students to have meaningful and productive lives and ideally to contribute to the betterment of our society. This responsibility is particularly urgent if the majority of the graduates of this taxpayer- and tuition-dependent institution choose to reside in our culturally and ethnically diverse metropolitan region.

The United States is experiencing a profound cultural transformation as a consequence of sweeping and continuous demographic changes. What is the university doing to prepare students to succeed in this challenging domestic environment that is persistently being shaped by the forces of globalization?

It's my impression that the Gen Ed revision assumes social and cultural uniformity among our students. In this instance I think the Gen Ed proposal is woefully out of touch with the experiences and sensitivities of the current generation of students.

Some of our students live in racially and ethnically diverse urban communities, but many do not. As educators it is incumbent on us to create learning environments in which students acquire the knowledge, skills and competences to successfully adapt to the domestic cultural and social changes wrought by the forces of globalization.

This ability to adjust to and succeed in a culturally shifting environment is not achieved simply by living in close proximity to those who differ from you. The knowledge, skills and competencies students acquire in college are indispensable to achieve understanding and cooperation across cultural and ethnic divides.

The new Gen Ed Requirements will do little to prepare our students for the challenges they will face in one of the most diverse metropolitan regions in the world, nor do the requirements equip them with an understanding of the richness and complexity of the formation of the United States.

For this and other reasons, I urge my colleagues to vote no on Senate Bill 1112-15.

GSO Senator Capellan commented that she viewed the changes as collapsing US Diversity and Pluralism into Challenges. She read excerpts from a letter of a fellow student which expressed concerns that UAlbany wants to make students "dumber." Senator Capellen then read from another letter, the author of which she kept anonymous, which expressed concerns that the Challenges requirements would render Diversity and Pluralism obsolete and the education of UAlbany students would be irreparably harmed. Senator Capellan said it would mean students would not be required to take courses dealing with the lives of those outside of the US and Europe would affect interdisciplinary courses and the Humanities.

GSO President Nicholls voiced concerns about the direction the conversation was going, as it appeared that the issues were focused on concerns of racism, and the accusation that the bill would set the course of things at the university backwards. She did not view the new proposal as a mechanism that would eliminate diversity but instead was hearing in the discussion that opportunities to fulfill requirements for diversity and pluralism would exist in multiple categories. She asked members of the Senate and those present not to lose sight of this new offering.

Arthur Rushforth, Chair of the Student Association Senate commented that the proposal would not please everyone but acknowledged the importance of the discussion. He referred to diversity in terms of diversifying one's college experience. General Education is a tool to point students in the right direction, especially if they have yet to declare a major. Mr. Rushforth added that the courses now being grouped into Challenges provide an opportunity to obtain an in-depth view of GE offerings.

A motion was made by a senator to call the question and end the debate. The motion was seconded by another senator. Chair Fessler repeated the motion, and explained to the body that the next vote was on *ending the debate*, not on the bill itself. This motion was put to a vote with the following results: Approved: 38; Opposed: 17; Abstained: 1. Debate was ended.

Bill 1112-15 was then put to a vote and approved with the following voting results: Approved: 38; Opposed 21; Abstained: 2. The results of the vote drew outrage from some visitors present including one student who protested that she had not been given a chance to speak. Chair Fessler replied that the Senate was following parliamentary procedure in ending debate. The student continued disruptive shouting, refusing to listen to the chair or cede the floor. Chair Fessler requested that the student take her seat and warned that further

disruption would result in her removal. The student's continued outbursts eventually resulted in Chair Fessler requesting that she be removed from the room to restore order.

Due to the amount of New Business that needed discussion and the late hour, Chair Fessler again requested extension of the meeting, this time for an additional 15 minutes. The motion was not approved and the resulting vote was as follows: Approved: 22; Opposed: 24; Abstained: 0

ADJOURNMENT

The meeting adjourned at 4:46 pm

Respectfully submitted by
Gail Cameron, Recorder