

COUNCIL AND COMMITTEE SUMMARIES

Senate Executive Committee Meeting, April 26th, 2010

As submitted to Dick Collier, Secretary, University Senate

UNIVERSITY SENATE CHAIR'S REPORT – R. Michael Range, Chair

Nothing additional to report.

UFS (University Faculty Senator's Report) – William Lanford & Daniel D. White, SUNY Senators

The SUNY University Faculty Senate spring Plenary took place at SUNY New Paltz on April 23 and April 24, 2010. Senators White and Lanford both attended the plenary to represent UAlbany. We debated and voted on three resolutions. The first resolution to the Chancellor seeks to change the published BOT methodology for choosing a new campus president from a set of guidelines to a set of requirements. The resolution also requests that the campus governance leadership structure be "consulted" in all additions to the search committee beyond what is prescribed by BOT policy in an effort to maintain a large percentage of teaching faculty on the search committee. The resolution was passed. The second resolution charges the GOV council of UFS with determining a means by which the full UFS may meet in special session through electronic means. This resolution was passed. The last resolution was a resolution to support the Public Higher Education Empowerment and Innovation act. This resolution also passed. The Chancellor presented the "Power of SUNY" results from the Strategic planning process. More about the implementation of the strategic plan will be rolled out shortly. GSO (Graduate Student Organization) – Nicholas Fahrenkopf, GSO Representative.

In addition to the preceding from UFS Senator Dan White, UFS Alternate Senator and member of UFS Undergraduate Committee Dan Smith supplied the following:

I attach the most recent submission from the SUNY Interim Provost requesting the SFS Undergraduate Committee to review the draft Memorandum to President's on general education implementation and respond to the chair by April 29th with comments, advice, edits, etc. I highlighted what I believe are the important and salient features of this memorandum, if it is approved as it stands. Please include the attachment with the SUNY Senate Report. If it is neither distributed nor discussed tomorrow I will ask the SEC to review and send comments to me by April 28th, and I will transmit the SECs wisdom to Kane Gillespie, along with my own thoughts.

DISCUSSION DRAFT 4/19/2010	
Date:	XXX, 2010 Vol. 10 No. 1
From:	Office of the Provost and Senior Vice Chancellor for Academic Affairs
Subject:	<i>Policy and Guidance: State University General Education Requirement</i>
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.

Attachment

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

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

- i. Thirty credits of general education or the equivalent are required for a State University of New York (SUNY) baccalaureate degree.
- ii. 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.
- iii. Each general education curriculum shall be academically rigorous and comprehensive and shall complement and build on students' academic preparation.
- iv. **Graduates with a baccalaureate degree shall demonstrate knowledge and skills in at least seven of ten¹ SUNY-GER knowledge and skills areas:**
 - a. **Basic Communication (required);**
 - b. **Mathematics (required); and**
 - c. **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.**
- v. Graduates with a baccalaureate degree shall also demonstrate competency in two additional areas:
 - a. Critical Thinking; and
 - b. Information Management.
- vi. 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>
- vii. 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.
- viii. 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.

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

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

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.

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*

GSO (Graduate Student Organization) – Nicholas Fahrenkopf, GSO Representative

The GSO held their elections for next year on MyUAlbany on Thursday the 22nd and Friday the 23rd.

SA (Student Association) – Dustin Lanterman, Academic Affairs Director, SA

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 14th and the 22nd 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

CAFFECOR is wrapping up business at the end of the term. Changes to the Community Rights and Responsibilities are nearly complete (these are being done by the Student Success office, in consultation with CAFFECOR and other concerned parties), and we expect to see a final draft before the semester is finished. CAFFECOR also received a student complaint of his/her first amendment rights being violated on campus; after a discussion, we decided to await further documentation from the student before taking any action.

CERS (Committee on Ethics in Research and Scholarship) – John Monfasani, Chair

The following documents have been sent to Senators for consideration: (1) the bill itself; (2) the proposed new CERS policy text, with numbered lines; the present CERS policy text with numbered lines; and (4) a comparison of the two texts.

COR (Council on Research) – James Castracane, Chair

COR has nothing to report.

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

GAC has nothing to report.

GOV (Governance Council) – Eric Lifshin, Chair

GOV continued its discussions regarding the Senate Handbook.

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

UAC is bringing bills and revised bills! (Please refer to the agenda for the full list.) In addition, UAC is still reviewing some additional curricular items which may be ready for discussion in May: Math Honors; senior thesis in History; Music Honors; CNSE proposals. UAC is also beginning to develop a proposal for an advisory group to be linked to UAC's General Education Committee which would be able to represent a wider campus view of Gen Ed policy proposals. This last committee is proposed in the draft Strategic Plan.

ULC (University Life Council) – Daniel R. Smith, Chair

ULC also 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 9th 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 23rd 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 26th 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 23rd meeting.