

COUNCIL AND COMMITTEE SUMMARIES

University Senate Meeting, May 10th, 2010

As submitted to Dick Collier, Secretary, University Senate

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

Faculty Athletics Representative Report. At the April 26, 2010 meeting, the SEC was joined by Teresa Harrington, 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.

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

SUNY Senator Dan White and Bill Lanford's report is printed at the end of this "Summaries" sheet.

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.

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

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

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*.

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

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 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.

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).

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?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 13th. 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.

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

The GSO held their elections on April 22nd and 23rd. 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-

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

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 3rd:

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 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.

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.



UNIVERSITY FACULTY



SENATE REPORT SUNY New Paltz, New Paltz April 23-24, 2010

SENATE PRESIDENT'S REPORT: Ken O'Brien (SUNY Brockport).

SUNY's strategic plan. "The power of SUNY" was rolled out on April 12, 2010. The Chancellor presented the strategic plan to the SUNY Faculty senate on April 23, 2010. <http://www.suny.edu/powerofsuny/> The plan is meant to redefine the relationship between the people of the State of New York and the State University System. SUNY promises to bring our knowledge and expertise to problems such as sustainability, energy, and educational achievement.

Budget. The Governor's budget planned cuts of \$118 million plus. There appears to be no movement from the leadership in the Assembly or Senate toward restoring these funds. A new funding pattern is required that establishes some base funding level that would allow us to perform our mission.

PHEEIA (Public Higher Education Empowerment and Innovation Act). Both houses of the NYS government have so far rejected the Act. SUNY administration indicated in a letter to the NYS leadership the following minimum needs: restoration of community college aid, moving all SUNY funds into aid to localities, differential tuition at university centers, public-private partnerships for the university centers, elimination of pre-audit for purchases.

Student mobility. The Board of Trustees has passed resolutions to relax the SUNY mandated general education policy and has returned assessment of programs back to campuses. SUNY has implemented policies that facilitate student mobility between campuses and systematized the process.

Honors and awards. The Undergraduate Committee of the UFS hosted 98 posters by undergraduates in the legislative office buildings. The Chancellor's award for student excellence honored 200 students. The Chancellor also honored the promotion of many colleagues to the ranks of Distinguished Professor, Distinguished Teaching Professor, and Distinguished Service Professor.

DAVID LAVALLEE, (INTERIM) SENIOR VICE CHANCELLOR AND PROVOST

Dr. Lavallee spoke about some staff changes in his office to fill 2 key assessment and review positions. He assured us that very few more hires will take place.

The assessment and review teams will be reorganized regionally rather than by type of institution.

Mobility Updates. Surveyed 4 year campuses for courses in the first two years. The majority of 20 or so majors (psy, soc, his, eng, math) were consistent. A faculty committee has been looking at these issues. Communications, Criminal Justice, Social work – lots of transfers but not everyone teaches in these areas. Communications is harder to nail down. A web site is being constructed (especially for transfer advisors) but it does not override articulation agreements. There is an appeals process. The Provost has not put out guidelines for D grade transfers but he has convened admissions directors to talk about the issues. A student can complete a general education course with less than C but the course may or may not be accepted within the major.

Looking at standards for UHS.

MONICA RIMAL, SENIOR VICE CHANCELLOR, CHIEF OPERATING OFFICER

The COO provided another thorough analysis of the current facts about the Empowerment Act and its benefits. The Empowerment Act will provide 3 legs of a stool for SUNY flexibility: Tuition flexibility, streamlined procurement, and entrepreneurial opportunity. The legislature is not in favor of PHEEIA because they fear losing influence and power. Responding to the argument that PHEEIA is an attempt to privatize SUNY the COO remarked

that we have seen half a billion dollars in base cuts to state support authorized by the legislature in just three years. The legislature is forcing campuses to find new revenue streams. Guaranteed minimum state support is not likely to happen. However, we have to keep saying that the cuts are unacceptable.

The COO spoke about a series of proposals to change PHEEIA from the Assembly and the Senate. Each house has its own plan but the Assembly refuses to deal with PHEEIA until after a budget has been passed.

NANCY ZIMPHER, CHANCELLOR

The Chancellor presented the power of SUNY presentation. More information can be found at <http://www.suny.edu/powerofsuny/>.

TINA GOOD, PRESIDENT OF FACULTY COUNCIL OF COMMUNITY COUNCILS

FCCC passed resolution calling for the restoration of community college funds. 26 out 30 community colleges passed the same resolution. FCCC held a lobby day to restore funds to community colleges. FCCC held their plenary in Buffalo and passed 3 resolutions. 1) Endorsed BOT resolution on Assessment. 2) Resolution on strengthening shared governance, 3) Resolution recommending that the general education curriculum be revised. They are working on resolution to strengthen student mobility process.

UNIVERSITY CENTER SECTOR CONCERNS/QUESTIONS

We discussed the need to implement a regular evaluation process of campus leadership. We encouraged the Chancellor to begin reviewing campus presidents and encourage campus governance bodies to implement a review of senior administrative leadership. Guidance exists on the UFS web site.

We also discussed PHEEIA and the survey results from Stony Brook, which seems to indicate that faculty by and large, support some new scheme to funding SUNY despite the strong objection from UUP. We discussed at length the negative impact that shrinking budgets are having on education, research, and the retention of quality scholars. Some units are implementing systematic cuts and closing campuses and other units don't seem to have shared a set of plans to deal with cuts yet. We fear that continued cuts would create pressure to deactivate or drastically reconfigure academic programs to the detriment of our students.

Reports for the Following Committees are available:

- EXECUTIVE COMMITTEE
- AWARDS COMMITTEE.
- OPERATIONS COMMITTEE
- GOVERNANCE COMMITTEE
- GRADUATE AND RESEARCH COMMITTEE
- STUDENT LIFE.
- UNDERGRADUATE COMMITTEE.
- ETHICS COMMITTEE

RESOLUTIONS

Resolution on presidential searches that suggest creating specific requirements not simply guidelines

Resolution to work on an electronic means of meeting for special reasons

Resolution to support PHEEIA passed

REMINDER OF THE FACULTY SENATE PAGE

Although material is slow to appear on the site, eventually the full text of motions passed should appear:

<http://www.suny.edu/facultySenate/>.

Respectfully submitted,
William Lanford, and
Daniel D. White
SUNY Senators