MINUTES OF
FACULTY SENATE MEETING
May 17, 2016

The sixth Faculty Senate meeting of the 2015-2016 academic year was called to order by Prof. Fernando Guzman, Mathematics, at 11:48 am.

1. *Minutes*
    After no discussion, the minutes of the May 3, 2016 meeting were approved as submitted.

2. *Announcement*
    Prof. Guzman informed the body that the Diversity Committee charge that was approved by the Senate has also been approved by the Faculty Senate Executive Committee. The FSEC will appoint committee members in early fall semester 2016.

3. *Curriculum Item*

Prof. Brown noted that the course content does not suggest advanced skills. It seems the emphasis is on applied skills, not advanced skills.

Prof. Jeff Barker, Geology, said he was in favor of liberal arts at the undergraduate level but he has concerns of this graduate program. A graduate must focus and develop skills in a particular area. Liberal arts students do have problems getting jobs. But taking this program defers the student from getting a job, and creates a higher debt level. A number of universities who require internships and job shadowing are failing to get students jobs. The need to justify the additional tuition might not make it for a student.

Dean Strehle noted that 140 colleges including top tier universities offer this degree; it is sometimes similar to a degree an adult takes to do advanced study of this kind connected to a specific field with professional applications connected to it. This is not unheard of.

A motion was made and seconded to approve this program. After no more discussion, it was approved by a vote of 20 in favor, 11 opposed, with 8 abstentions.

b. <u>Standards for use of IB for Gen Ed Lab</u> – Prof. Sara Reiter, Management, noted that at the last Senate meeting, the policy for applying AP credit for Gen Ed lab credit was approved. At that time, Prof. Tessman had asked about IB. After discussing this in the UUCC, it was agreed that we should bring IB in alignment. After no discussion, this was approved by a majority vote with 1 abstention.

4. *Reports* uT51TJET E,endy a

The Governor did provide SUNY with another $18 million in investment fund; SUNY is considering using this money for performance-based initiatives. Last year, SUNY was able to offer $100 million in an investment fund. The money was used as an incentive for various performance oriented activities. Questions were raised concerning the distribution of these funds. External, unnamed people reviewed campus proposals. Some faculty have complained about a lack of explicit criteria and an absence of feedback.

In light of the dismal fiscal picture in the UFS president's report, the SUNY CFO outlined several potential remedies. While SUNY plans to ask for a restoration of maintenance of effort and will continue to lobby for future tuition increases, it will also seek more readily winnable goals. Another option being considered to strengthen student numbers on some campuses, and to generally enhance the competitiveness of SUNY, is to implement border-states tuition rates. The "Border States Bill," if passed, would allow campuses near state borders to offer lower out-of-state tuition. The final outcome of this bill is unknown.

Another budgetary concern addressed by the Chancellor is the high cost of remediation to prepare students for college success. She is currently arguing for the breakdown of the barrier between K-12 funds and higher education funds. This would enable better cooperation and the sharing of costs for remediation.

The Chancellor stressed the importance of continued advocacy for NYSUNY 2020 in the remaining months of the legislative session and for further development of the SUNY Investment fund.

One form of SUNY advocacy has been the Undergraduate Poster Program hosted annually at the Legislative Office Building. These events though have not been effective at engaging members of the Legislature. They are costly in both time and dollars and the UFS is currently rethinking how to best present the work of our students to the Legislature. One possibility would be to shift support to the Undergraduate Research Conference. No decision was made on the issue.

The SUNY Undergraduate Research Conference (SURC) was hosted by SUNY Cobleskill in April and was a huge success. Both the 2015 and 2016 conferences have demonstrated that there is a demand for an educational event for SUNY students to come together and present the products of their applied learning experiences. A call has gone out to campuses to express their interest in being considered as the host for SURC 2017. The deadline for expressions of interest is June 1, 2016.

Campuses have submitted the first part of their applied learning plans, and this submission is essentially an inventory of what campuses are already doing. Evaluation of the local economic impact of applied learning remains to be completed by each campus. It also remains for each campus to decide whether or not applied learning will be a graduation requirement.

A report prepared by the Undergraduate Programs and Policies Committee surveying how service learning is executed across the SUNY system was adopted. 90% of campuses participated in the study -- of these approximately ¾ have service learning opportunities for students. Oddly enough, University centers and four-year colleges are more likely to have

these opportunities than colleges of technology and community colleges. On most campuses, service learning is optional rather than a requirement for graduation. Most campuses that offer service learning opportunities have some sort of assessment program in place to evaluate the effectiveness of the experience for students, but types and comprehensiveness vary across campuses. On most campuses who offer service learning, students receive credit for participation and the credit is integrated into a standard course structure. The issues that campuses struggle with include limited financial resources for supporting service-learning, supporting the development of courses that include service learning, student transportation to service-learning sites, and training opportunities for faculty and professionals. The barriers to service-learning most frequently reported are lack of administrative support and campus infrastructure, lack of financial resources, and lack of time for faculty and students to participate in service-learning.

The SUNY Open Educational Resources (OER) Task Group reported on its response to a Student Association resolution on textbook affordability. The group found that textbook costs are increasing three times faster than inflation and students are foregoing buying textbooks and taking courses due to high textbook costs. This impacts the graduation success of students. The OER currently has a variety of instructional materials (texts, articles, media, simulations, courseware, etc.) that are available at little or no cost for faculty to adopt and/or remix for use in classes. The OER task group examined the role of OER materials in instruction and what procedures could facilitate adoption of OER by SUNY faculty.

The panel presented several findings including increased success rates in pilot math and psychology courses, substantial cost savings for students, preference of faculty and students for the option to have printed formats available, and rating of OER course materials as good or better than publisher materials by both faculty and students. Successful implementation of OER projects requires effective internal communication, faculty development support, collaboration with campus bookstores, and support for faculty to deal with copyright, licensing, and accessibility issues. The Open SUNY Texts (OST) initiative is proposing a support model to facilitate adoption of OER materials by SUNY campuses. OST has 16 open texts available and ten more in the pipeline. OST has found that potential faculty authors are interested in getting earlier feedback, that discoverability of materials is an issue, and that there needs to be more ability to remix materials to customize them for specific courses. OST is planning different tiers of support to campuses to promote adoption of OER materials through use of the existing OST publishing platform, technical support, institutional and individual consultations, and participation in a new OST Mentorship Program Network.

A resolution was passed recommending that SUNY System Administration require a SUNY-wide implementation of preferred name and gender identity policies and processes so that all faculty, staff, and students have the ability to use their preferred name and gender identities for registration purposes, email, ID cards, and other identification systems. It was further resolved that preferred names would be applied contextually. The Chronicle of Higher Education reports that this is currently only offered in about 150 colleges nationwide. Only about a third of those colleges that allow students to add a chosen name also enable them to change the gender marker on their campus records without having changed their gender on legal documents.

Linked to this resolution was a second recommending the SUNY-wide implementation of gen

answer part A, and those familiar with the particular TAE's can answer questions in part B. After the survey data is collected, the committee will conduct conversations with a number of committee chairs, faculty affiliated with the TAE program, those hired as TAE hires, and others. The committee will then create a report for the FSEC with copies to Provost Nieman and the TAE chairs.

Prof. Lisa Tessman, Philosophy, recommended that in item 2), the date should be changed to "early spring 2017".

Prof. Christopher Hanes, Economics, asked if the TAE's had already prepared documentation for administration which might overlap the information this committee would be seeking. The work of the TAE does take a lot of time already so we may want to think hard about asking them to provide more information. Prof. Guzman added that some TAE chairs have already begun the self-evaluation process. Also, Provost Nieman has agreed to bring in outside reviewers if a TAE wishes to have them.

Prof. Scott Craver, Electrical and Computer Engineering, voiced his concern about the timeline in item 3). If the self-evaluation is requested by early spring 2017 as Prof. Tessman suggests, it may be difficult to conduct a survey in the same semester. Prof. Craver suggests that we remove the specific time from the document

The Senate saying that it wants to review the TAE program is very important to governance and the future of this university.

A motion was made and seconded to accept the proposal as amended. After no more discussion, the proposal was approved with 1 abstention.

Prof. Sinclair suggested that we establish some process for evaluating the MAALS degree in a similar fashion. This is a type of degree where there is considerable concern and one we need to pay attention to as it moves forward. Prof. Guzman added that an evaluation after two cohorts or so was discussed at the FSEC level. A motion was made and seconded to table this item to the 2016-2017 academic year.

After no more business, the meeting adjourned at 12:59 pm.

Present: Benjamin Andrus, Serdar Atav, Jeffrey Barker, Cassandra Bransford, Howard Brown, Nicole Cameron, Frank Cardullo, Kenneth Chiu, Junghyun Cho, David Clark, Cynthia Connine, Scott Craver, Carmen Ferradas, Arianna Gerstein, Robert Guay, Fernando Guzman, Colleen Hailey, Christopher Hanes, David Jenkins, Immanuel Kim, Marla Mallette, Sandra Michael, Jay Newberry, Donald Nieman, Titilayo Okoror, Carolyn Pierce, Florenz Plassmann, Xingye Qiao, Sara Reiter, Thomas Sinclair, Pamela Smart, John Starks, Harvey Stenger, Lisa Tessman, Ruth VanDyke, Cyma VanPetten, Joseph Weil, Bogum Yoon, Stephen Zahorian

Excused: Manoj Agarwal, Rosemary Arrojo, Christopher Bartlette, John Baust, Anne Brady, Heather DeHaan, Brandon Gibb, Natalija Mijatovic, Neil Christian Pages, Mark Poliks, Benita Roth, Hiroki Sayama, Edward Shephard, Sandro Sticca, Jennifer Stoever, Sara Wozniak