



# COLLEGE SENATE BULLETIN

State University of New York at Geneseo  
College of Arts and Sciences

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## **Agenda: All College Meeting, October 19, 2004**

**Call to Order**

**Nomination Committee Report**

**Presentation of Nominees for Faculty Personnel Committee**

**Presentation of Nominees for Committee on Nominations**

**Presentation of Nominees for University Faculty Senator**

**Call for additional nominations for Committee on Nominations**

**Call for additional nominations for University Faculty Senator**

**Adjournment**

## **Agenda for Senate Meeting on October 19, 2004**

**Call to Order**

**Adoption of the Agenda**

**Senate Reports**

**President**

Christopher Dahl

**Provost**

Kate Conway-Turner

**Chair**

Gregg Hartvigsen

**Vice Chair**

Maria Lima

**Treasurer**

Ming-Mei Chang

**University Senator**

Terry Browne

**Vice President, Student Assoc.**

Rachel DeRose

**Reports of the Standing Committees of the Senate**

**Undergraduate Curricula**

Meg Stolee

**Undergraduate Policies**

Jeff Over

**Graduate Academic Affairs**

Dale Metz

**Student Affairs**

Kim Davies

**Faculty Affairs**

Bill Gohlman

**Old Business**

**New Business**

**Adjournment**

## **Announcements**

The UCC has set November 1, 2004 as the deadline for the submission of new courses that are to be included in the Fall 2005 Master Schedule.

## Candidates for the Faculty Personnel Committee

The Committee on Nominations, chaired by Melissa Sutherland, has determined that the following individuals should be placed on the ballot for election to the Faculty Personnel Committee (for a two-year term beginning January 1, 2005). Of these candidates four will be elected.

Kenneth Asher	Professor	English
Lynette Bosch	Associate Professor	Art
William Gohlman	Associate Professor	History
Ronald Herzman	Distinguished Teaching Professor	English
Christopher Leary	Professor	Mathematics
Darrell Norris	Professor	Geography
Michael Oberg	Associate Professor	History
Robert O'Donnell	Professor	Biology
Jeff Over	Professor	Geological Sciences
Robert Owens	Professor	Comm. Disorders & Sciences
Paul Schacht	Associate Professor	English
Eugene Stelzig	Distinguished Teaching Professor	English
Daniel Strang	Professor	School of Business
David Tamarin	Associate Professor	History
Gary Towsley	Distinguished Teaching Professor	Mathematics

## Candidates for the Committee on Nominations

There currently are no nominations for the Committee on Nominations. Nominees must be members of the teaching faculty. Please contact Melissa Sutherland (sutherm@geneseo.edu).

## Minutes of the Student Affairs Committee

Sept 28, 2004

**Committee Members Present:** Sharon Bossung, Kim Davies, Betty Fearn, Janine Giordano (recorder of minutes), David Granger, Kristina Hannam, Jordan Kleiman, Jan Lovett, Rosemary McEwen, Adrienne Muia, Brian Nash, Matthew Pastizzo, Jennifer Principe, Amy Sheldon, Amy Stanley, Brian Stewart, Melissa Sutherland, Joseph Van Remmen

**Committee Members Absent:** Alana Eaton, Walter Freed

The meeting was called to order at 4:03pm.

### Old Business:

The first Student Affairs Committee (SAC) meeting of the year began with introductions of committee members and a discussion on the role of SAC. It was made clear that SAC can discuss campus issues concerning students and faculty and provide suggestions to the appropriate departments/offices on campus, but has limited power to directly make independent changes. Chair, K.Davies, distributed minutes from last year's SAC meetings, so that new members of the committee could gain a sense of SAC's charge and responsibilities. Committee members discussed suggestions of pertinent topics for SAC to investigate this coming year.

## **New Business:**

**Raising Consciousness on Academic Integrity:** Faculty members and students of SAC discussed the meaning of “cheating,” especially as it pertains to different academic disciplines and specific classes. Some suggested that having knowledge of old test questions would not be dishonest because savvy professors routinely change the substance of their exams. As long as all students have access to the same test questions, the old examples can serve as effective study guides. On the contrary, a secret “file” of past papers and old tests can obviously give some students an unfair advantage. Some wondered if professors should be warned about recycling test questions, or if students should be made more aware of the meaning and consequences of cheating. M. Sutherland suggested how in Math, for example, cheating may consist of one student figuring out the steps to solve an assigned problem and then having classmates copy those steps and hand them in as their own. In this instance, many students do not realize the degree of “intellectual property” that has been stolen. Additionally, in this example, only one student has truly learned what the professor was trying to teach. Questions on what other colleges do to ensure academic integrity were raised, as were Geneseo’s current policy and record-keeping for academic dishonesty. SAC members suggested that the Dean’s office, or another appropriate administrative office, maintain a file of those found guilty of academic dishonesty for future offenses. Questions were asked about how, and if, Geneseo should address academic integrity across the disciplines in one ideological way, such as Jeff Liles’ previous suggestion of an “Academic Integrity Week,” or if academic integrity should be handled individually by specific academic departments. It was stated that Geneseo does not have a student honor code, as many other schools do, and perhaps we should institute one. The SAC agreed that this topic of interest calls for further discussion.

**Campus Auxiliary Services and Meal Plan Options:** Students and faculty opened discussion on CAS-related issues, including expensive food prices, costs taken from the meal plans for “overhead,” unused funds being taken away at the end of the school year, CAS’ role and function in food services and renting the residence halls, and on-campus students’ dissatisfaction with requirements to purchase a meal plan, especially when concerning junior, senior, and international students. Additionally, SAC members contemplated the degree of nutritional value in CAS food as compared to other campuses, opportunities for local businesses to compete with CAS, and the implications of a new Super-Walmart on students’ options for cheaper food. The SAC talked about how we could approach these problems. One idea that was raised included writing a report of past and current SAC discussions revolving around CAS and creating a cumulative list of suggestions for Campus Administration to keep on file for future years. These complaints and suggestions could be reviewed and considered when CAS’ contract is up for renewal. The SAC agreed to further investigate this issue at subsequent meetings.

**Students with Disabilities and Other Limitations:** K. Davies announced that, due to the work of last year’s SAC, more professors are now aware of Geneseo’s policies for students with disabilities, and many have included a statement on their course syllabi, encouraging students with disabilities to become aware of their rights to special provisions in the classroom and to ask for the help they need. Now that students are more aware of their rights and the services available to them, faculty members are concerned that they themselves do not have the proper tools or techniques to work with students with disabilities. Professors volunteered some examples of the different methods currently used when working with a disabled student (which we feel also includes international students whose first language is not English) and agreed that there is a need for greater faculty training in this area. Because this topic seems to be more related to faculty than to students, we agreed that the Faculty Affairs Committee or the Policy Committee would provide more appropriate forums to further investigate this issue. Another suggestion was that the Teaching and Learning Center, in conjunction with the Office of Disability Services, offer workshops to provide professors with the proper training. K. Davies volunteered to contact Bill Gohlman, Chair of the Faculty Affairs Committee, and Becky Glass, Head of the TLC, to encourage them to consider faculty needs when working with students with disabilities.

**Central Place for Listing Campus Activities and Making Announcements about Events:** SAC members discussed the fact that there is no central listing for all of the events happening on campus, and that this presents a problem for students who want to know what events are occurring on any given day.

Faculty agreed that this lack of central listing is a problem for the events they have scheduled (i.e. invitation of speakers last spring) and that the events have not been advertised as well as they could be. The transition-period of former to present personnel employees (those responsible for on- and off-campus advertising) that took place last spring may have caused this problem. The SAC talked about the ways in which students are informed of campus-wide events, and whether or not the present “web event” system is effective in listing the most important events among them. We discussed the possibility of designing a comprehensive, yet uncluttered, website. Further topics of conversation included the moderation of the list of events, the kinds of events that should and should not be included, and the role and effectiveness of the present “whatsup” email. The SAC agreed to continue discussing this subject at future meetings.

Meeting adjourned at 5:00pm.

Respectfully submitted,

Kimberly Davies  
Chair, SAC

## **Minutes: Undergraduate Curriculum Committee Meeting, October 7, 2004**

Attending: E. Bock, X. Chen, A. Jassawalla, L. Meyer, M. Moschetta, O. Nicodemi, D. Norris, C. Shim, M. Stolee, A. Weibel, Z. Zhao.

Guests: E. Spicka, C. Easton, R. Hall, K. McKeever

The meeting was called to order at 4:00.

### Agenda

The following agenda was approved unanimously: I. Introductions, II. General Announcements, III. New/Revised Curriculum Forms, IV. Discussion of Course/Program Proposals.

#### I. Introduction

The UCC Chair Meg Stolee welcomed the new members and guests, and emphasized the role of this committee in faculty governance and in traditional faculty control of the curriculum.

#### II, General Announcements

1. Electronic copies of the course/program proposals submitted to the UCC are available online and will be sent to members electronically.
2. M. Stolee asked for a volunteer from the committee to attend Executive Committee meetings this semester. She is unable to attend because of a Tuesday first year seminar at 12:45. No one volunteered, so Stolee said she would pressure people privately.
3. November 1 is the deadline for the submission of all new course proposals to be offered in the Fall 05 master schedule..

#### III. New Course/Program Forms

Ed Spicka from the Dean’s Office explained the changes in three revised course/program submission forms (Forms O, Q, and S).

#### IV. Discussion of Course/Program Proposals

CSCI 104 – Revised Course  
CSCI 114 – Revised Course  
CSCI 119 – Revised Course  
CSCI 383 – Revised Course  
Eng 305/307 – Revised Courses  
Intd 105 -- Revised Course

The revision of CSCI 104 (Problem Solving with Computers) involves reducing its laboratory component to one session from two describing it as a recitation. The UCC asked for further clarification on the new session of recitation and tabled the proposal. Likewise, the proposed inclusion of a recitation component for CSCI 114 (Survey of Computer Science) was tabled. M. Stolee will contact the CSCI chair for clarification.

The UCC further suggested that the proposed change of prerequisites for CSCI 383 (Distributed Systems) be reworded for Banner. The course passed; M. Stolee will ask the CSCI chair to rewrite the course description so that students can understand more fully what the prerequisites are.

The UCC passed the other proposals for course revisions:

CSCI 119 (Object-Oriented Programming), which will change its course format to 2 hours of lecture and 2 hours of lab,

English 305/307 (Creative Non-Fiction Writing I and II), a revision of Eng 300: Non-Fiction Writing  
Intd 105 (Critical Writing and Reading Core), which will now require in all sections a writing assignment involving substantial rewriting and revision of a paper.

Submitted by Zhiming Zhao

## Undergraduate Curriculum Committee Summaries

1. Revision of CSCI 119: Object-Oriented Programming  
Change is from 3 (3-0) to 3(2-2).

Description: An introduction to object oriented programming for students with little or no prior programming experience. Covers algorithms and their relationship to basic object oriented programming concepts; objects and classes; core algorithmic concepts used in defining objects' behavior (e.g., control structure, input and output, exception handling, expressions); subclasses and inheritance. This material is taught in the context of the particular object oriented programming language indicated in the subtitle, and reinforced with programming exercises in that language. Credits: 3(2-2)

2. Revision of CSCI 383: Distributed Systems  
Change is clarification of prerequisites in the course description:

Description: This course introduces students to distributed systems, communication architecture, models for interprocess communication, process migration, concurrency control, and protection and security. Although normally taken after CSci 343, exceptionally well-qualified students who have completed CSci 242 may enroll in CSci 383 with permission of the instructor. Prerequisites: CSci 343. Credits: 3(3-0) offered when demand is sufficient.

3. Revision of Engl 300: Creative Non-Fiction Writing  
Change is double number; course becomes Engl 305/307

Description: A practical course in the writing of creative nonfiction. Student assignments in the genre are the focus of discussions both in class sessions and individual conferences with the instructor. The double number allows students to work in the genre for a maximum of six hours of credit, three in each of two semesters. Prerequisites: ENGL 200, 201, or permission of instructor

4. Intd 105: Critical Writing and Reading Core  
Change is a revision of one Senate-approved course requirements; the revision is:

Each section of INTD 105 will require students to write six papers of at least three pages in length. Of the six, at least one assignment--and a maximum of two--must be a thoughtful, comprehensive revision of an earlier assignment. Students will write a minimum of four original assignments, plus revised papers taught as independent assignments. A minimum of 5000 words (approximately twenty double-spaced pages) is expected from each student of the course