



COLLEGE SENATE BULLETIN

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College of Arts and Sciences

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Announcements

Erratum – GAAC new course ANTH 535 should read ANTH 435 in Bulletin #12 on page 116

Agenda for Senate Meeting, March 22, 2005

Call to Order

Adoption of the Agenda

Adoption of the Minutes of February 22, 2004 (Bulletin #14, page 140)

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.	David LaMagna

Reports of the Standing Committees of the Senate

Undergraduate Curricula Meg Stolee

See Bulletin #14, page 144-148.

Undergraduate Policies Jeff Over

Graduate Academic Affairs Dale Metz

See Bulletin #12, page 115-116.

Student Affairs Kim Davies

Faculty Affairs Bill Gohlman

Old Business

New Business

Next (and last) College Senate Meeting: April 19, 2005

Adjournment

Minutes of the Student Affairs Committee of February 15, 2005

Committee Members Present: S. Bossung, K. Davies (Chair), A. Eaton, B. Fearn, W. Freed, J. Giordano, D. Granger, K. Hannam, J. Lovett, R. McEwen, M. Pastizzo, A. Stanley, B. Stewart, M. Sutherland, J. VanRemmen

Committee Members Absent: J. Kleiman, B. Nash, C. O’Leary, J. Principe, A. Sheldon

Guest Speaker: Dr. Celia Easton, Associate Dean of Students

The meeting was called to order at 4:02 pm.

Approval of minutes

The minutes from SAC's January 25, 2005 meeting were approved.

Old Business

Update on writing requirements to improve language skills for all Geneseo students

Celia Easton joined our meeting at the Chair's request to follow-up on questions and comments made at our last meeting. C. Easton came to the meeting with handouts from *The Bedford Guide to Teaching Writing in the Disciplines, An Instructor's Desk Reference* (pgs 76-81). She stated that the College's position on student writing, especially where the goals for INTD 105 have been established, is that students write in Standard Written English, which is, in a sense, a specific dialect of English. The main goal of our students' success in writing is that they understand how to cohesively present a piece of work that is well-organized, imaginative, logical, and argumentative when necessary. The mechanics of writing, which include grammar, vocabulary, and spelling, serve merely as "polish" to a piece of writing and represent only one criteria out of seven on the INTD 105 writing rubric (<http://intd105.geneseo.edu/gradingrubric.html>). C. Easton stressed that all academic departments, professors, staff members, tutors, and students are responsible for helping Geneseo's students succeed in their language skills. It is important that we all realize what the major focus should be when evaluating a student's written work (synthesis, organization, logic, etc.) and that the mechanics of writing are only distractions and not what should serve as the bulk of a student's grade. C. Easton stated this point because much of the SAC's previous focus on students with poor language skills included non-native speakers of English. C. Easton directed us to look at the sections of *The Bedford Guide to Teaching Writing in the Disciplines, An Instructor's Desk Reference* that addressed students who use nonstandard dialects of English and ESL students. She mentioned that ESL students, in particular, are not at all embarrassed when a professor or mentor points out mistakes within their writing. On the contrary, these students realize that their language skills need improvement and welcome constructive criticism. Students with learning disabilities may never fully perfect their language skills and will always need guidance in this area. One INTD 105 course is not going to cure all of the problems that students have with their writing. This is especially true when a first-year student takes a section of INTD 105 that is out of their major discipline. C. Easton stressed the point that a student taking a humanities-related INTD 105 course will learn a different style of writing than they may need in their major of Psychology, for instance. Because of this, academic departments should be developing their own strategies for writing requirements and student success.

Focusing on what the INTD 105 program has to offer, C. Easton mentioned that Irene Belyakov, ESL Coordinator, has spoken to INTD 105 instructors in the past during their summer orientation, although mostly regarding issues of plagiarism. Irene has consistently encouraged professors to give their students an in-class writing assignment on the first day of class as a tool for initial assessment. Some members of SAC who have taught INTD 105 stated that they have done this and that this exercise has proven to be very helpful. Because many of the assignments in INTD 105 are completed outside of class, professors rarely get to

see an authentic piece of writing before it has been proof-read and/or corrected. An initial in-class writing assignment can also prompt instructors to refer particular students to WRTG 101 with I. Belyakov. At the SAC's last meeting, there was some concern that a student may miss completing their required INTD 105 course within their first year, but C. Easton clarified that there are exceptions when students take INTD 105 beyond their freshman year. Those exceptions are as follows: transfer students who have not completed an equivalent writing course at their previous institution, students who have failed INTD 105 in their first year, and students who have completed WRTG 101 and are ready for INTD 105 in their sophomore year. Some WRTG 101 students used to be exempt from taking an INTD 105 course entirely, but that is no longer the case. There was some concern that those students who would have normally qualified for exemption would complain about having to take an additional writing course. According to C. Easton, this situation has never come up because, typically, students taking WRTG 101 appreciate the additional opportunity to further improve their language skills. A. Eaton asked if there are specifically focused INTD 105 sections for non-native speakers or other students who demonstrate writing difficulties. C. Easton replied that there are unofficial sections geared for more intensive language training but that, especially as Geneseo recruits more and more non-native speaking students, classes become overloaded and professors do not have adequate time to provide the one-on-one consultation with students that is so crucial to their progress. D. Granger argued that this situation of overloaded classes is already happening. C. Easton suggested that professors refer their non-native speaking students to the Writing and Learning Center where a few of the tutors are specialized in ESL training. Additionally, Geneseo's Writing Guide (<http://writingguide.geneseo.edu/>) provides a few helpful suggestions. D. Granger worried that a student bringing a written assignment to the Writing and Learning Center, or even to a friend or mentor, and having that piece of work revised by a tutor would constitute as plagiarism. C. Easton asserted that a student cannot be faulted for plagiarism as long as the ideas within the paper had remained unchanged. If a proof-reader helps a student add "polish" to their final work, that is not a form of cheating. However, it may hurt that student long-term, when they are expected to turn in pieces of their own writing on the spot. J. Giordano, a tutor in the Writing and Learning Center, clarified that the guidelines given to tutors specifically state that they are not supposed to correct a student's writing without explaining what they're doing and why they're doing it. C. Easton also added that it is the student's responsibility to inform their professors of the additional help they are receiving in grammatical structure and spelling.

Other writing concerns of the committee involved different styles of writing (i.e. narrative vs. technical vs. persuasive) and clearly representing an understanding of a particular reading in a student's written work. C. Easton mentioned that Drs. Ron Herzman (English Department) and Emilye Crosby (History Department) have previously presented outstanding workshops to INTD 105 instructors on reading comprehension, as related to the writing process. C. Easton emphasized that INTD 105 instructors should expose their students to many different styles of writing. Professors worry that students in their departments will not graduate with the necessary writing skills to succeed in their field. B. Stewart gave the example of writing requirements within his History major. As a Geneseo student, B. Stewart was required to complete INTD 105, but as a History major, he also had to complete an intensive research course and an intensive writing course in History before he could register for any 300-level

HIST courses. Such a program ensures that students within the major are able to write effectively within their discipline.

In the end, both C. Easton and B. Fearn asserted that writing is a continual process and it cannot take place during one semester, in one course, of a student's academic career. Every member of the SUNY Geneseo community is responsible for helping our students succeed in their language skills. C. Easton reaffirmed that some students will not self-identify as non-native speakers of English, or even as a native speaking student with writing difficulties. Because of this, we all must be vigilant in assessing what's most important in effective writing techniques and refer students to I. Belyakov or to the Writing and Learning Center for additional training in polishing their English.

Meeting adjourned at 5:02 pm.

Respectfully submitted,

Kimberly Davies
Chair, SAC

Minutes: All College Meeting, February 22, 2005

Attending: D. Anderson, C. Annala, J. Boiani, L. Chatterton, R. Coloccia, K. Conway-Turner, C. Dahl, K. Davies, R. Dreifuss, A. Eaton, B. Fearn, C. Freeman, C. Geiger, E. Gillin, J. Giordano, B. Gohlman, D. Granger, K. Hannam, R. Hartman, G. Hartvigsen, K. Hinman, S. Iyer, A. Jassawalla, D. Johnson, A. Keddie, J. Kleiman, D. Levy, M. Lima, J. Lovett, K. Mapes, R. McEwen, J. McLean, D. McPherson, D. Metz, L. Meyer, B. Nash, J. Over, B. Owens, M. Pastizzo, R. Pretzer, J. Principe, A. Sheldon, A. Shenoy, C. Shin, A. Stanley, B. Stewart, M. Stolee, D. Sullivan, M. Sutherland, Y. Tamura, G. Towsley, C. Truglia, J. VanRemmen, E. Wallace, C. Xiao

Guests: E. Kintz, K. Hursh, S. Swift, S. Fanai-Danesh

Call to Order

The meeting was called to order at 4:03pm

Adoption of the Agenda for the All College Meeting

Agenda as printed on page 111 was approved.

Candidates for the CAS board:

Nader Asgary	School of Business
Anthony Macula	Department of Mathematics
Michael Teres	Department of Art

J. Boiani announced that the above three candidates have agreed to serve on the campus auxiliary services board and that the floor was open to other nominations. There were no other nominations for the CAS board.

D. McPherson presented the following slate of candidates for the senate elections:

Vice-chair: no nominations yet
Secretary: Graham Drake
Treasurer: Barbara Welker
Colleen Garrity
Kathleen Mapes

Senator-at-large (over 6):

Jane Morse
Sid Bosch
Joan Zook
Steve Kirsch
Dave Robertson
Paul Pacheco
Patrice Case

Senator-at-large (under 6):

Kazushige Yokoyama
Ruel McKnight
Louise Zipp
Andrew Herman
Ian Alam
Sherry Schwartz
Meg Stolee

University Faculty Senator Alternate: Ren Vasiliev

D. McPherson: Thanks to fellow members of the nominations committee, there are a healthy number of nominees. However, there are no nominations for vice-chair as yet. Ballots will be sent out soon and elections will be held on line as usual.

C. Freeman: How many open positions are there?

D. McPherson: There are about six “senator at large over 6 years” and three “senator at large under 6 years” positions.

M.Lima: What is the deadline for the elections?

D. McPherson: It will be about 2 weeks after spring break. Announcement and ballot information will be sent out soon. Nominations will remain open till March 4. This gives the committee time to regroup for finalizing the election details.

C. Freeman: If anyone has questions about what it’s like to be chair or on the fence about nominating yourself, please feel free to contact me. It’s a good experience and everyone should do it *once*.

G. Hartvigsen agreed and also said he would be happy to talk about his experience as chair.

There was no old or new business.

All college Meeting adjourned at 4:10pm.

Minutes: College Senate Meeting, February 22, 2005

Call to Order

The college senate meeting was called to order at 4:10pm

Adoption of the Agenda for the College Senate Meeting

The agenda on page 111, Senate Bulletin 12 was approved.

Senate Reports

President Chris Dahl reported on the following items:

- 1) I have been in touch with the provost about looking into what direction to take the recommendations of the report submitted by the Roles and Rewards Task Force. Open forums can be conducted to allow for more discussion by members of the college community. We will look at the complex issue of student evaluation of teaching. The Roles and Rewards sub committee on student evaluations can continue to work with the faculty affairs committee about how to implement their recommendation. It appears as though we might not have time to do much during this academic year.
- 2) Report of the college budget advisory committee has been submitted. It might seem like a paradoxical report. We will be able to add money to the operating (non-personnel-related) budgets. In addition, we will be able to restore four tenure-track faculty lines. There will also be an increase in the funding for work study and for UP police dispatchers. There will also be funding for two additional positions in Advancement. I am guardedly optimistic about a baseline increase and perhaps a tuition guarantee plan. It's reasonably prudent to make some allocations at this time. Thanks to the budget committee for all their hard work.
- 3) With the somewhat surreal situation in Albany with the Chancellor's plan to take leave of absence and then its withdrawal and the budget issues, I have no prediction of long range plans. However, I'd like to share with you the following six main points.
 - There is an \$85 million shortfall for next year. It is possible that this will be funded by the \$500 tuition increase in the governor's reckoning. In order not to fall into this tuition trap we will need to ask forthrightly for the \$85 million. If the legislature is unhappy with the \$500 tuition increase it would behoove them to realize that for every \$100 that is shaved off the tuition increase, money needs to be put in. We will need to be firm with our request for baseline funding.
 - We need to make every effort to restore the EOP cuts.
 - Emergency capital funds budget of \$50 million, which doesn't currently exist, is needed. When the old water main broke we had to spend \$150,000 in repairs for it.
 - We need to support the \$20 million funding for phase II renovation of Greene Hall.

- We need to restore the Tuition Assistance Program. Even SUNY trustees refuse to support a cut in TAP funding.
 - Restoring as much of the \$50 million cut for 4-year colleges from two years ago. We need to recover our share of about \$20 million or so.
- 4) I strongly support the tuition guarantee program. There is also strong show of support from the UUP. It's not a perfect proposal, but it is the only way to avoid large sudden tuition increases. The current system of sudden tuition increase after many years of flat tuition does not add value except to fill holes created by budget deficits.

End of Report.

Provost Kate Conway-Turner: In case you hadn't noticed, it has been a busy time for academic affairs with many departments conducting interviews. All searches are going smoothly. Scheduling details for the fall semester are all done. Tenure and promotion reviews deadlines are upon us as well. Thanks and keep up the good work. Commencement is around the corner!

Chair Gregg Hartvigsen
No report.

Vice-Chair Maria Lima
No report

Treasurer Ming-Mei Chang (via G. Hartvigsen): Everyone is encouraged to make contributions to the College Senate fund.

University Faculty Senator Terry Browne announced that the G. Hartvigsen and he are going to Syracuse in April for the next University Senate Meeting.

Student Association President David LaMagna (via Steve Swift)

Thanks to everyone for your support with the successful completion of the student referendum vote campaign. The next SA meeting is on Wednesday at 6:15pm in the Hunt room.

Reports of the Standing Committees of the Senate

Undergraduate Curricula Committee chair Meg Stolee presented the following items for approval.

COURSE REVISION – FIRST READING

Soc1 212: Sociological Research. The revision is deleting the prerequisite of Soc1 211 (Bulletin 12, p 115).

Motion carries.

The next UCC meeting is in about two weeks.

Undergraduate Policies Committee chair Jeff Over
No report.

Graduate Academic Affairs Committee chair Dale Metz presented the following to the senate for vote.

NEW COURSES – FIRST READING

(Bulletin #12, page 115-116)

ANTH 426: Native Voices: Mesoamerica and the Andes

ANTH 435: Early Civilization in the Americas (note Bulletin #12 has “535”)

Motion carries.

REVISED COURSE – SECOND READING (Bulletin #10, pp 90-96)

CDS 443: Advanced Articulation and Phonology Intervention

CDS 445: Severe Language Impairment

CDS 582: Clinical Practicum in Speech-Language Assessment

CDS 583: Clinical Practicum in Speech-Language Pathology

CDS 585: Advanced Clinical Practicum in Speech-Language Pathology

CDS 587: Graduate Internship in Communicative Disorders

Motion carries.

NEW COURSE – SECOND READING (Bulletin # 10, pp90-96)

New course CDS 420, Advanced Clinical Intervention

New course CDS 528, Augmentative and Alternative Communication (ACC)

Motion carries.

MAJOR PROGRAM REVISION – SECOND READING

M.A. in Speech-Language Pathology (Bulletin #10, pp. 90-96)

Motion carries.

Student Affairs Committee chair Kim Davies: There will be a meeting on March 8th in Milne 213 from 4-5pm.

Faculty Affairs Committee chair Bill Gohlman presented the following item regarding the internet distribution list “faculty-I”:

The faculty-l@geneseo.edu is to be used to communicate curricular, pedagogical, personnel and other information pertinent to the faculty only. This list is not intended as a forum for dialogue. All faculty, including librarians, are automatically included on this list. While faculty members may elect to unsubscribe to this list, doing so may cause them not to receive pertinent information about the above topics. Because the members of this list are on the allstaff-l list, it is not necessary to send the same message to this list in addition to the allstaff-l list. The chair of the Faculty Affairs Committee of the College Senate monitors this list.

M.Lima: What counts as pedagogical? How flexible are the rules? Can announcements relating to issues about academic freedom, for example, be posted?

W. Gohlman: I doubt it. We do not want it to resemble factalk-l. This is a place for announcements only. There should never be any responses sent to any message, except for corrections and changes. (The contract states that no posting that is directed at an individual should be controversial or derogatory. Factalk-l has been in violation.)

J. Lovett: If a discussion about an issue was being organized, can an announcement be posted on faculty-l?

W. Gohlman: Yes, as long as it is pertinent to faculty only. If it is a campus wide event the announcement should be posted on the events-l list.

R. Owens: What is your understanding of “monitors”?

W. Gohlman: When the list was set up the treasurer was designated as the moderator because the treasurer is a member of the executive committee with the least amount of work. We thought it would be more appropriate for the FAC chair to be responsible for this.

C. Freeman presented a friendly amendment to change the word “monitors” to “moderates”?

This amendment was approved unanimously by the senate.

W. Gohlman then presented for approval the above proposal with the word “monitors” in the last sentence replaced by “moderates”.

The proposal was approved with many “yes” votes and one “no” vote.

The FAC will be meeting next Tuesday at 4pm in the Harding lounge.

Old Business

None

New Business

None

The next senate meeting is on March 22, 2005.

Adjournment

The meeting was adjourned at 4:37pm.

Respectfully submitted,

Savi Iyer
Department of Physics and Astronomy

Minutes of the UUC Meeting of March 8, 2005

The meeting was called to order at 4:00 in Sturges 105.

Members in attendance: M. Stolee (Chair), G. Towsley, L. Meyer, B. Welker, K. Hinman, D. Norris, C. Shin, C. Geiger, O. Nicodemi, A. Weibel, A. R. Jassawalla

Visitors: E. Spicka, M. Oberg, D. Baldwin, J. Bulsys, K. Jones, C. Woidat

1. The minutes of two previous meetings were approved:
 - a) Meeting of November 30, in Senate Bulletin pages 74-76
 - b) Meeting of January 31, in Senate Bulletin page 115
2. The agenda was approved.
3. a) ARTS 101 – Course Revision – Approved Unanimously
 - b) CDSC – Major Revision - Approved Unanimously
 - c) CHEM 100 – Course Revision - Approved Unanimously
 - d) COMN 105 – Course Revision - Approved Unanimously
 - e) COMN – Major Revision - Approved Unanimously
 - f) CSCI 142 – Course Revision - Approved Unanimously
 - g) CSCI 240 – New Course - Approved Unanimously with minor amendment.

In the discussion it was requested by the Math Department that the phrase “or Permission of the Instructor” be added to the prerequisites for the course. This change will require a change in the related area requirement in the Mathematics major and that change will be coming to the Senate shortly.

- h) CSCI 241 – Course Revision - Approved Unanimously
- i) CSCI 242 – Course Revision - Approved Unanimously
- j) CSCI – Major Revision - Approved Unanimously
- k) CSCI – Minor Revision - Approved Unanimously
- l) CSCI – Concentration in Applied Computer Science – Revision - Approved Unanimously
- m) CSCI – Concentration in Computer Science – Revision - Approved Unanimously
- n) GEOG – Major Revision - Approved Unanimously
- o) MATH – Major Revision - Approved Unanimously
- p) Native American Studies – New Minor - Approved Unanimously

Meeting adjourned at 4:40.

UCC Course Summaries

For a full description of these proposals, please go to <http://dean.geneseo.edu/?pg=ucc/forms.html>

New course:

CSCI 240: Foundations of Algorithms

Develops fundamental methods of inquiry for studying algorithms, specifically mathematical analysis of performance and correctness, formal tools for algorithm design, and experimentation. Specific topics include the use of induction and recurrence relations in algorithm analysis; design from preconditions, post conditions, and loop invariants; and the role of the scientific method in computer science. Prerequisite: CSCI 142 (may be taken concurrently) or permission of instructor. 4(3-2).

Revised courses:

Arts 101: Three-Dimensional Design; Revision = add F/designation

Chem 100: Chemistry First Year Experience; Revision = change method of grading from S/U to letter grades

CSCI 142: Principles of Computer Science; Revision = new description and prerequisites.

This course deals with abstract data types and data structures. The course covers the following: a) Static and dynamic implementations of classic data structures (lists, queues, stacks, trees (mainly binary), hash tables, priority queues, and graphs (introduction)); b)

Subclasses and inheritance; and c) Recursion. Prerequisites: CSCI 119. Credits: 4(3-2) offered both Fall and Spring semesters.

CSCI 241: Principles of Computer Organization; Revision = change in prerequisites: CSCI 141 could be taken concurrently; this will no longer be the case.

CSCI 242: Analysis of Algorithms; Revision = change in prerequisites: prereqs are now CSCI **240** and Math 237 **or 239**

Conn 105: Introduction to Journalism; Revision = change in description and prerequisites: This course is designed to provide students with the fundamentals of print journalism, including interviewing techniques, news gathering and reporting, writing under deadline pressure, copy editing, and the use of A.P. style. ~~Prerequisites: Successful completion of an English writing course or permission of the instructor.~~ Credits: 3(**3-0**) Offered every fall

New Program:

Native American Studies: new minor

Geneseo is located near the site of a historic Seneca village, in the heart of the Seneca homeland. I [Michael Oberg] have worked closely with neighboring tribes over the past seven years, have established the foundations of a cooperative relationship with them, and begun to lay the groundwork for recruiting Native American students to Geneseo. A minor in Native American Studies will provide Geneseo students with a means for studying some of the pressing public policy issues affecting New York as a state with a sizable Native American population. New York, as of this writing, is at the heart of some of the most critical debates in Native America: taxation of reservation land by state and local entities, gambling and its consequences, land rights and remedies, and, in general, the practice of Native American tribal sovereignty. The program proposed here capitalizes upon the powerful historical connection Geneseo with the Senecas in particular. It will also make the college more attractive to those Native American students we are seeking to recruit.

Revised Programs:

CDSC major:

Revision = change in description and order of courses for majors who are not seeking certification: [Courses are] the same as on Bulletin page 160 without CDSC 331 in the Third Year for all suggested tracks; the CDSC 331 would be replaced with CDSC 337 for the Audiology track and CDSC 365 would be taken sometime in the senior year in place of one of the electives

Communication Major

Revisions = change in the ordering of courses within the major - the placing of COMN 270, COMN 267 and COMN 363.

CSCI major:

Revision = dropping CSCI 141 and replacing it with CSCI240 and changing the sequence of required courses:

We propose to change the sequence of introductory courses in Computer Science in order to provide a more coherent presentation of the material. The first course required for the Computer Science major/minor is CSCI 119, which introduces students to programming. We would like students studying Computer Science to follow CSCI 119 with CSCI 142, which also focuses on implementation in a programming language. In this way, the material presented in CSCI 119 is immediately reinforced and the skills acquired are exercised.

CSCI 240 is, for the most part, simply a renumbering of CSCI 141 (although there are slight content changes). CSCI 240 has more of a theoretical nature than CSCI 119 and CSCI 142. We expect students coming from CSCI 142 to be better equipped to relate their programming experiences to the theoretical models presented in CSCI 240 than students who have only had an introductory programming course.

CSCI minor: Revision is same as for the major

Applied Computer Science concentration:

Revision is change in required courses: CSCI 114/R; 119/R; 142/R; 204; 2 electives from ~~CSCI 142~~ and any 200- or 300-level CSCI course (6-7 hours); 10-11 hours of electives from any of the above CSCI courses and/or any MATH course 221/R or higher to total 30 hours.

Computer Science Concentration:

Revision is same as for the major

BA in Geography:

Revision is : Geog 361 (new course/Senate approved 2/1/05) is being added to list of courses from which students may choose to fulfill the "Advanced Physical" requirement of the geography major.

Mathematics Major:

Revision is adding Math 248 as an option within the major to address SUNY's oral and research requirement.

For second reading:

Revised course:

Soc1 212: removal of Soc1 211 as prerequisite

Minutes: Executive Committee Meeting, March 8, 2005

Attendance: Ming-Mei Chang, Chris Dahl, Kim Davies, Charlie Freeman, Bill Gohlman, Gregg Hartvigsen, Savi Iyer, David LaMagna, Maria Lima, Dale Metz, Jeff Over, Meg Stolee

The meeting was called to order at 12:47pm

Approval of Minutes

Minutes from the last meeting (February 2, 2004) were approved.

Reports

Chair's Report – Gregg Hartvigsen

No report.

President's Report – Chris Dahl

The budget advisory committee has met recently rank ordered budget allocations as follows.

- 1) A \$103,000 increase in department OTPS accounts.
- 2) Four faculty lines will be restored.
- 3) Academic Affairs budget of \$195,000 has been approved to fund student and temporary services (adjuncts, etc.).
- 4) Canadian Scholars program will continue to be funded, wherein Canadian students receive support for Canadian-US dollar match.
- 5) Three University Police professional dispatchers will be hired.
- 6) Three positions in College Advancement have received approval to fill. A \$20-25 million campaign is planned. Alumni prefer to have their contribution support programs rather than provide salary support for a major gifts officer.
- 7) International Students program will continue to be supported. Funding is in the form of scholarship assistance to ease the burden of out-of state tuition.

I met with Bill Gohlman (chair of the Faculty Affairs Committee) and we are preparing a written response to the wonderful report by the Roles and Rewards Task Force. Two items that need to be discussed in the FAC are item #1 (Conceptual Framework) and item #4 (Adoption of a commercial form for student evaluation of teaching) that appear in the RRE final report. The faculty affairs committee can start the process by tackling these first. A campus wide dialogue of the conceptual framework is also recommended.

I was at Albany lobbying for budget related items. The following is a list of SUNY Geneseo budget priorities for 2005-2006:

- Provide \$84.3 million to Fully Funded Mandatory Cost Increases at State-Operated Campuses. As requested by the Board of Trustees, the Executive budget provided the University with sufficient resources to meet all of its mandated financial obligations.

However, \$84.3 million of the additional appropriation would come from a \$ 500 tuition increase. Although we don't encourage tuition increases, the \$84.3 million in additional resources are absolutely essential to cover costs of contracted salary increases and utilities. Every \$100 reduction in tuition represents a \$17 million cut to the SUNY Budget, which must be replaced with tax dollars. Failure to cover salaries and utilities would create a \$1.96 million hole in Geneseo's budget.

- Restore \$7.8 million Reduction to EOP Program. The Executive budget reduces the Educational Opportunity Program (EOP) by 50%. This reduction eliminates the stipend program for EOP students. The State University requests that this program be completely restored as these students are our most financially and academically challenged.
- Support \$234.4 million in New Capital Projects and \$50 million for Emergency and Safety Related University-wide Projects. The Executive budget adds an additional \$234.4 million to the existing multi-year capital plan for specific state-operated campus and community college construction projects as well as adding a \$50 million "emergency fund" for unexpected capital needs at SUNY state-operated campuses.
- Support a \$20 million addition to the Capital Projects Budget for Phase II of the Integrated Science Building. In order to equip the new portion of the Integrated Science Building project and to complete the renovations to Greene Hall, \$20 million is required. Senator Volker and our local delegation are working hard to achieve this goal. Our strong support for their efforts is essential.
- Support SUNY Tuition Guarantee Program. The SUNY Tuition Guarantee Program would ensure that in-state, undergraduate tuition for incoming freshmen be frozen for four years or the duration of their defined degree program. In subsequent years, the rate for first-year in-state students would be adjusted by the Higher Education Price Index and then frozen for four years or the duration of their degree programs. This is a vitally needed change in policy that will benefit all.
- Tuition Assistance Program. The TAP program is essential to ensure access and student success. We strongly oppose the proposed cuts to this program and the suggested deferral of vitally needed aid to low and middle-income families.

The search for Vice President for College Advancement will be underway by the end of the month. Please let Gary Towsley know of nominations for this position.

Three important searches are ongoing: (1) College Comptroller position, (2) School of Education leadership position and (3) Affirmative Action Director position.

End of report.

Provost's Report – Kate Conway-Turner (via president Chris Dahl)

The provost is attending the Gold leadership presentation to young women students interested in careers in administration as part of the "Women in Leadership" week.

The awards committee for presidential, campus and excellence awards and professorships is beginning its work.

Vice Chair – Maria Lima

1) It would be nice to have a formal location for supporting documents submitted for the different awards.

C.Freeman: There is an official room in Blake Hall that is meant for senate related documents.

M. Lima will have Linda Shepard look into setting up this location with keys for the committee members.

2) Diversity issues with respect to the Roles and Rewards Task force recommendations. Diversity efforts made by faculty need to be part of the new equivalent of the H forms and must be rewarded. Otherwise inclusion of diversity in the classroom will not happen. I have prepared a position paper and will be meeting with the chair of the faculty affairs committee to talk about it.

Past Chair – Charlie Freeman

No report.

Secretary – Savi Iyer

No report.

Treasurer – Ming-Mei Chang expressed thanks to many who have contributed to the senate fund. A total of \$375 has been raised so far. Please donate generously to the senate fund.

Each year the College Senate asks for contributions to the College Senate Fund. This fund is used for four purposes:

- (1) to express compassion and sympathy to colleagues and their families during times of serious illness or bereavement;
- (2) to provide retiring colleagues with a memento for their service to Geneseo;
- (3) to present a graduating senior with the Richard Roark award; and
- (4) to support research activities of the faculty through the College Senate Small Grants program.

If you would like to contribute, please make your check payable to the Geneseo Foundation/College Senate Fund and send it to Ming-Mei Chang, College Senate Treasurer, Bailey 126 through the campus mail. Contributions of \$15 to \$20 are typical, but we appreciate gifts in any amount. You may also contribute separately to help rebuild the endowment for the Richard Roark Faculty Memorial Award. Such contributions will be deposited to the principal for this fund.

These donations are tax deductible. We would like to recognize your generosity by including your name on the list of donors published in the College Senate Bulletin at the end of the year (unless you request that we not do so). Individual gift amounts will not be published.

Thank you for supporting the Geneseo College Senate Fund.

University Faculty Senator – Terry Browne (via G. Hartvigsen)
We will be attending the next University Faculty Senate meeting at Syracuse.

Student Association – David LaMagna reported that the student referendum passed. The mandatory student fee is now \$85. The hockey team won the SUNYAC conference and will be hosting for the first time a 2005 NCAA Division III championship quarterfinal game against the Trinity (CT) Bantams this Saturday.

Committee Reports

Undergraduate Curricula Committee chair Meg Stolee
There will be a meeting this afternoon; there are many proposals waiting for UCC approval.

Graduate Academic Affairs Committee chair Dale Metz
I will not be there at the next meeting so Anne Eisenberg will present the second reading.

Faculty Affairs Committee chair W. Gohlman
The FAC will meet this afternoon to discuss the recommendations made by the Roles and Rewards Task Force. We are planning to have one or two faculty forums to get faculty feedback on the adoption of the conceptual framework of the Task Force report. Tentative dates are Tuesday, March 29th and Wednesday, April 6th.

Student Affairs Committee chair Kim Davies
The SAC will meet this afternoon also.

Undergraduate Policies Committee chair Jeff Over
No report.

Old Business
None.

New Business
None.

Next executive committee meeting is scheduled for April 12, 2005.

The meeting was adjourned at 1:14pm.

Respectfully submitted,

Savi Iyer
Department of Physics and Astronomy

