

## **FACULTY SENATE EXECUTIVE COMMITTEE**

### **Minutes of February 26, 1997 (unapproved)**

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The Faculty Senate Executive Committee met at 2:00 PM in 567 Capen Hall to consider the following agenda:

1. [Report of the Chair](#)
2. [Changes in Admissions Reporting](#)
3. [The Provost's Academic Plan](#)
4. [Faculty/Staff Handbook](#)
5. [Millard Fillmore College & Distance Learning](#)

#### **Item 1: Report of the Chair**

The Chair announced the recent death of Kevin Durkin, Director of Admissions, and asked the FSEC to observe a moment of silence.

Regarding the proposed Senate calendar for the coming academic year, the Chair asked whether we should continue scheduling Senate meetings on Tuesdays about once every month, and FSEC meetings on Wednesdays. Professor Meidinger thought one meeting per week for Senate business would suffice; not only could the FSEC use its time efficiently enough to complete its business, but the simplification of the schedule would also impose less of a burden on the members. Professor Malone considered the executive sessions with the Provost valuable, and suggested that if meetings were limited to one per week, we should have one less regular FSEC meeting per month. Professors Schuel and Albin also favored one meeting per week.

The draft agenda for the Faculty Senate meeting of March 11, 1997 was approved. Following up on a memo by Professor Meidinger, the Chair announced that he will meet Monday with Vice-President Wagner on privatization efforts in the University, including entrepreneurship on campus, travel agents, the bussing contract and the contract with Follett's.

Responding to the Chair's solicitation of issues to be discussed during the Fall 1997, Professor Malone suggested classroom scheduling; several classes in Engineering were left unscheduled, causing much strong and negative reaction. Provost Headrick had heard of problems of scheduling classes in places that were "less than optimal". Among the factors contributing to this are (1) increased instruction of mathematics on the North Campus, (2) outfitting several classrooms with technological equipment. Professor Malone said the reason for his department's concern is that these problems inhibit students from enrolling in those classes.

## **Item 2: Changes in Admissions Reporting**

Vice-President Palmer reported that, although enrollment management has been a high priority at UB, and although some progress had been made in this area, he has proposed a major reorganization. For a long time, UB enjoyed the privilege of not having to worry about enrollment and recruitment, which were strong and "adequate" -- we needed only to focus on marketing, recruitment, and related activities. The system used in the past, however, simply does not work anymore.

He briefly reviewed approaches to enrollment management -- from a single enrollment coordinator to a committee to an entire division -- and their shortcomings. Vice-President Palmer argued that UB need to take an eclectic approach. This would include one senior officer, probably a Vice-Provost, who would be responsible for the direct supervision of certain key units (Office of Admissions, Student Financial Aid, Records and Registration, along with "some involvement" in Student Advisement and Academic Analysis), and would have a coordinating role (with Vice-Presidents and unit heads) on the remaining key activities (Career Planning and Placement, Orientation, Alumni Affairs, EOP, and Millard Fillmore College).

This approach would provide more "muscle" by actively engaging the academic deans in recruitment and retention. A system which integrates this with the other key areas would prove to be workable, he argued. Provost Headrick added that it makes sense to move various student services into a more coordinated structure, since the work we do in these areas ought to be seen as a central and unified entity. He mentioned that Pennsylvania State University, facing similar problems, came to the same conclusion.

Professor Malone expressed surprise that admissions, which is "not exactly an academic area", would be coordinated through the Provost's office, which he thought should concentrate on more purely academic matters. He also did not see why another Vice-Provost was needed for the reorganization.

Vice-President Palmer responded that the key element missing in the past was the involvement of the deans and departments, and that the individual responsible for ensuring their involvement would have to have some clout, as well as a base of operations.

Professor Meacham suggested that what counts is how the process looks from the students' perspective; for example, with whom the student comes into contact, or whether the student is handed off from one to the other, what happens in the hand-off process, and so on. Vice-President Palmer replied that students care most about having their needs met, and on time; the proposed structure would be able to do this better than in the past. Professor Meacham said we should have some model which insures that the student will always have a specific person to whom to turn for consultation.

Provost Headrick explained that there were two pieces to the proposal: (1) how to restructure our interactions with students in order to serve them better throughout their term of study; (2) the location of the office in the vice-presidential organization results from the need to facilitate active faculty involvement.

Professor Albini doubted that restructuring would solve the problem, since often more time is spent on the structure than on the substance. Professor Schuel favored the proposal of combining and integrating the separate units, since one aspect of student management which does lie in the Provost's domain is student retention. In particular, the new structure must somehow insure students' accessibility to required courses, which plays a great role in retention. The Provost said he had put in time and money to alleviate the problem. However, there is no adequate feed system running through the Provost's office to ascertain where the problems are as perceived by the students; instead, he hears only the faculty's views. One point in restructuring the system is to create such a feed system.

Professor Malone hoped that, because this effort is of such importance, administration would not wait until THE individual is found -- the system needs to be up and running by the end of this semester.

Professor Frisch added that one advantage to having the Provost's office more involved is that it would help identify areas where equally valid goals are in tension with each other and would help resolve these conflicts.

### **Item 3: The Provost's Academic Plan**

The Chair reported that the Academic Program Committee met last week with the Provost to initiate its detailed examination of the Provost's Academic Plan. The Provost had not yet received much feedback on the Plan, and welcomed discussion from the FSEC.

Professor Schuel wondered how the Provost envisioned accomplishing some of the objectives in the Plan, particularly in terms of restructuring and forming units which operate across disciplines, especially since this would affect "established turfs at every level". Provost Headrick replied that some such organizations were operating already; what we must determine is which of them function well and why. Institutes and centers will arise only if we think they are good ideas.

Professor Nickerson found it important to give guidelines on process, citing as a counter-example the absence of process in a recent merger of departments. The Provost agreed, but insisted that the purpose of the discussion is to find out whether the ideas outlined in the Plan are worth pursuing. Professor Nickerson replied that, in mergers and similar reorganizations, considerations of the pros and cons as well as open discussion between the concerned units must be part of the process.

GSA Representative Hopson asked how Responsibility Centered Management worked within the broader structure, and what measurement tool would be used, since he had not yet heard any discussion about placement into graduate and professional schools or about salaries. The Provost responded that a variety of data should be collected on various programs, and this has to be a part of judging a program's impact on the university. He added that Responsibility Centered Management "is not a computer program", but rather a tool we designed to help us achieve our goals. It will no doubt advance certain things, retard others; the question is how to use this in a productive, rather than counter-active, manner.

Commenting on the data used in reports and evaluations of various programs, Professor Malone noted that patents generated in New York State all get lumped together under the rubric of the "Research

Foundation of the State of New York"; although most of those patents stem from research at UB, this university does not receive specific recognition.

Professor Ramesh asked if the Academic Plan was likely to undergo several revisions before it becomes policy. Provost Headrick replied that at least one more revision, and at most two, would be most likely.

#### **Item 4: Faculty/Professional Staff Handbook**

Associate Vice-President Petro noted first the *Policy of the Board of Trustees* requires every SUNY campus to have a Faculty/Professional Staff Handbook. She distributed copies of the draft Table of Contents; one major area added to and enhanced in the revision includes the linkages to all contracts (CSEA, UUP, etc.), as well as the entire Trustees' Policies. Information about the structure and function of "everybody's presidential office" had been eliminated, mainly because it quickly became out-of-date.

Professor Meidinger thought the idea was to update such information, not to delete it. Professor Malone added that that information was required as part of the Middle States accreditation, and thought it should still be made available.

Professor Meacham suggested the addition of (1) information on disability services and (2) the brochure on dealing with students in distress. Professor Nickerson added that some statement on faculty development would be appropriate.

#### **Item 5: Millard Fillmore College and Distance Learning**

Dean Lopos discussed the importance of UB's image and its importance in competing in the public arena with other institutions in the Western New York area. Because image has a direct and immediate effect on enrollment in Millard Fillmore College, Anthony Russo was hired to design a more eye-catching covers for the Spring 1997 course catalog and Summer 1997 insert. The cover artwork, Dean Lopos continued, suggests messages MFC wishes to convey.

After identifying the image problem, MFC decided to use a different tactic, namely, to go with what people know and use UB as the "lead-in" -- the College will now be referred to as "UB/MFC" instead of "MFC at UB". In this way, the public will realize that MFC is an extension of UB, not separate from it.

MFC will become aggressively visible to the public, said Dean Lopos, and although some people will not agree with the tone, it will always be "within the boundaries of good taste". MFC tried to make the catalog more readable, mainly through minimizing the administrative, bureaucratic jargon; Dean Lopos stressed that the primary goal was to make it more accessible to the public.

Access can also be provided by distance learning, which MFC is approaching in several ways -- naturally, through computers, but also (and first) by resurrecting "telecourses", which, he claimed, are a proven way of distributing education to the public. Although not interactive, they are available and can be made attractive; they are produced by PBS, have high production value and content quality. Some are produced by community colleges which, Lopos emphasized, "know their business and do it well....we can learn a lot from them". Two telecourses will be offered this Fall, one in Nutrition (taught by Professor Horvath) and American Cinema (taught by Professor Henderson).

The mode of delivery will not be with WNED (since this is not a public, but rather a community television station), but with the Adelphia and TCI cable companies. There will be no charge to the institution for the air time. MFC will also provide the entire supporting structure which surrounds distance learning -- including registration, advising, access to faculty, on-campus orientation, the availability of copies of all the programs on campus, and at least one proctored examination, again on campus. Also, MFC is planning to eliminate several of the usual fees, (infirmary, parking, etc.), since MFC students should not be required to pay for what they do not use.

In addition to telecourses, MFC will work this summer with Project Connect, not for courses, but to introduce the people in the region to MFC. There will be live interactive sessions, with a studio to be set up in Baldy Hall.

Another area will be asynchronous learning networks (ALNs), characterized by completely computer mediated instruction, to be taken anytime, anywhere. Entry into this area requires a great deal more attention, because of instructional design and the demands on the faculty.

Dean Lopos also announced that the City of Buffalo and the University were granted a \$1.4 million grant from NYNEX to build "CityNet", a fiber-optic network that will connect a variety of sites throughout the city with the same kind of technology used in Project Connect. Dean Lopos added that there is serious discussion in Buffalo about establishing a teleport, possibly in the Peace Bridge area. He concluded by saying that Buffalo is becoming increasingly "telecommunications-rich" in its infrastructure, and is second only to Hong Kong in fiber optics and wiring. We as an institution are in a great position to take advantage of this.

Professor Frisch encouraged him to "make connections wards", i.e., not just in helping MFC bring in more students, but helping to change the University as a whole in a variety of ways. Professor Awad added that reducing the fees for MFC students might not be enough; also reducing the tuition for night school would help make MFC more attractive. Professor Meacham suggested boldfacing campus designations in the catalog, as well as supplying bus schedules and feeder routes to help MFC students.

The meeting was adjourned at 4:22 PM.

Respectfully submitted,  
Robert G. Hoeing,  
Secretary of the Faculty Senate

THOSE PRESENT:

**University Officers:** T. Headrick, R. Palmer, K. Levy, W. Fischer

**Chair:** Claude Welch

**Secretary:** Robert G. Hoeing

**Arts & Letters:** Michael Frisch, James Pappas

**Engineering & Applied Sciences:** Robert Wetherhold

**Health-Related Professions:** Atif Awad

**Information & Library Studies:** George D'Elia

**Law:** Errol Meidinger

**Management:** Ramaswamy Ramesh

**Medicine & Biomedical Sciences:** Boris Albin, Bernice Noble, Herbert Schuel

**Natural Sciences & Mathematics:** James Faran

**Nursing:** Powhattan Wooldridge

**Social Sciences:** Michael Farrell, Jack Meacham

**SUNY Senators:** Maureen Jameson, Dennis Malone, Peter Nickerson,

Claude Welch

**University Libraries:** Marilyn Kramer

**Guests:**

REPORTER: Sue Wuetcher

Graduate Student Association: Justin Hopson

Carole Smith Petro, Associate Vice-President of University Services

George Lopus, Dean of Millard Fillmore College

**Excused:**

**Natural Sciences & Mathematics:** Stanley Bruckenstein

**Absent:**

**Architecture:** G. Scott Danford

**Dental Medicine:** Robert Baier

**Graduate School of Education:** James Hoot

**Medicine & Biomedical Sciences:** Herbert Schuel

**Natural Sciences & Mathematics:** Stanley Bruckenstein