

## **FACULTY SENATE EXECUTIVE COMMITTEE**

**Minutes of August 30, 1995 (approved)  
revised 10/3/95)**

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The meeting was called to order at 2:00 PM in the Jeannette Martin Room to consider the following agenda:

1. [Welcome to and introduction of members](#)
2. [Approval of FSEC minutes of April 5, April 19, May 1 and June 21, 1995](#)
3. [Report of the Chair](#)
4. [Update on 1995-1996 Budget](#)
5. Discussion with Provost regarding searches (postponed)
6. Old Business (postponed)
7. New Business (postponed)

### ITEM 1: Welcome to and introduction of members

Professor Welch welcomed members to the FSEC and information regarding specialty areas within the University. A moment of silence was observed in memory of deceased colleagues.

### ITEM 2: Approval of FSEC minutes

Professor Welch requested additions or corrections to the previously circulated draft FSEC minutes. There being no modifications, Professor Schuel moved that the minutes be approved and the motion was seconded by Professor S. Bennett and unanimously passed.

### ITEM 3: Report of the Chair

Professor Welch reported on Presidential or Provostial actions on Faculty Senate resolutions.

- The resolution on a minimum of 120 credit hours for graduation was approved with an effective date of December, 1995.
- The resolution on investigator disclosure policy had received modified approval and did not include the Faculty Senate amendment regarding review of investigator disclosure statements by "non-cognizant" deans. Professor Welch expressed that the NIH and NSF had issued revised rules and had extended the deadline for the University to October 1, 1995. He mentioned that the primary responsibility for reviewing statements and managing conflicts of interest had remained with universities and that no significant new issues were anticipated by Vice President Landi.
- The resolution on undergraduate teaching assistants had not been approved and had been returned to the Faculty Senate for reconsideration. He added that this matter would be discussed under Old Business.
- The resolution on public service had been promulgated and called for individual Faculties and Schools to establish committees to define public service and continued the Faculty Senate Committee on Public Service for four years.
- The resolution on access to undergraduate majors had been promulgated. The major impact in terms of faculty advisement would be discussed on September 13, 1995 with Vice Provost Goodman. With promulgation of this policy, the category of undesignated majors would be eliminated and resource issues would become critical.
- The procedures for approving the liberal arts components were promulgated by President Greiner with the proviso that the parties responsible for setting cross-decanal standards, encourage and enable all decanal units to include among their liberal arts components the "unique general education courses" now required of

baccalaureate students in the arts and sciences, including World Civilization I and II, American Pluralism and the junior year science courses.

Professor Malone inquired regarding the resolution on Academic Good Standing. Professor Welch replied that the issue would be discussed during Old Business. Professor Malone asked if the Senate should modify policies regarding Millard Fillmore College students. Professor Welch replied that a memorandum would be prepared dealing with this issue.

Professor Jameson inquired regarding awareness of the professional schools of the "unique general education courses" noted in the memorandum from President Greiner. Professor Malone commented that the School of Engineering was unaware of the memorandum. Professor Welch stated that at the Deans' meeting, the inclination of the Provost towards the "unique components" of the former general education requirements for the professional schools had been noted. Professor H. Bennett asked if departments had been informed of the possible influx of students from the professional schools for the liberal arts components.

Vice Provost Goodman stated that the intention was to endorse the Senate resolution regarding the liberal arts components. He stated that extensive discussion was anticipated regarding encouragement of the professional schools to "consider" including the unique general education courses noted above.

Professor Malone noted that there was nothing wrong in discussion of the concept but that it would be disruptive to mandate particular courses. He cited an example from the School of Engineering that technical subjects were required for accreditation and therefore limitations were in existence regarding electives. Professor Jameson stated that she had no objections to discussion but had questions about possible results. Professor Malone stated that he could not imagine the Dean approving such matters without prior discussion and approval by the appropriate faculty committee. Vice Provost Goodman stated that he had met with the Associate Dean in the School of Engineering and discussed consultation regarding this matter.

Professor Hadighi stated that a similar issue existed in the School of Architecture due to requirements and limited opportunities for electives.

Vice Provost Goodman reiterated that the Provost was encouraging suggested curricula in the professional schools without any mandates.

Professor Jameson questioned the rationale for encouraging the "uniqueness" of the above mentioned liberal arts components and wondered if there was a University consensus regarding the knowledge a college graduate should possess. Vice Provost Goodman responded that it was difficult to read Provost Headrick's mind but mentioned that he had been involved in the Undergraduate College and therefore had a particular interest in undergraduate education and was aware of problems related to differential requirements among majors. Vice Provost Goodman recommended discussing the issue with Provost Headrick directly.

Professor Welch stated that the budget impact was "hitting home" and cited an example of the University denying a suggestion for left handed writing desks in classrooms. He commented that the Office of Teaching Effectiveness had been abolished due to budgetary issues. Professor Adams stated that acquisitions for the libraries had been reduced and that the combined factors of inflation and reduction would result in a twenty percent reduction overall. She stated that journal cancellations were a possibility. Professor Welch mentioned that at Cornell, subscriptions were underwritten under the auspices of the Vice President for Development.

Professor Welch reported that the Senate had been active during the summer. He mentioned that all Deans would be receiving Senate minutes and discussed the importance of a member of the FSEC being included in the Deans' Executive Committee, Council of Chairs or similar groups. He commented that he had attended the Deans' meetings in June and August and that there had been an emphasis on budgetary concerns.

Professor Welch also announced that he had met with senior administrators and several Deans, had attended various Senate standing committee meetings and had participated in

one-on one sessions with the eighteen Senate committee chairs. He mentioned that he had heard concerns in private sessions that possibly might result in formal complaints.

Professor Welch stated that he had revised and extended the compilation of the Senate resolutions and planned to distribute the material to Senators in the near future. He noted that the analysis had been interesting in regard to admissions, athletics, educational requirements and information technology. Professor Malone questioned whether the analysis included administrative responses and Professor Welch replied that actions by the President or the Provost were noted as available. He mentioned that he assumed no disapproval if no action was recorded.

Subsequent to distribution of the August 24, 1995 Memorandum from President Greiner regarding the Resolution on Procedures for Approving Prescribed Liberal Components, Professor Malone noted that the wording included "encourage and enable" rather than compel. Professor Schuel inquired about the availability of resources to implement the proviso by President Greiner that states "The parties responsible for setting these cross-decanal standards - the Provost, the Vice Provost for Undergraduate Education, and the DUAS Curriculum Committee - should encourage and enable all decanal units to include among their liberal arts components the unique general education courses now required of baccalaureate students in the arts and sciences, including World Civilization I and II; American Pluralism; and the Junior Year Science Course(s). With this proviso and on the advice of the provost, I hereby promulgate this resolution as policy."

Professor Welch estimated the size of the freshman class as approximately 3000, a 20% increase. Vice Provost Goodman stated that the exact figures were probably closer to just under 2700. Professor Welch commented that the increase was then approximately 8%.

Professor H. Bennett stated that there was increased enrollment in each section of World Civilization and possibly additional sections. Vice Provost Goodman stated that there had been a \$32,000 increase in expenditures for teaching assistants for World Civilization. He stated that he would compile a report on the funds spent to respond to the increase in the size of the freshman class. He mentioned that the increases in expenditures were significant

for the approximately 500 additional students. Professor Welch stated that on September 20th, the Director of Admissions would speak with the Executive Committee.

Professor Jameson, referring to the second paragraph of the Memorandum, questioned the meaning of "unique". Professor Welch replied that he would guess that it did not mean modern languages, nor writing and math requirements. Vice Provost Goodman stated that writing and math were mandated by the Senate for all undergraduates. Professor Jameson noted that the Memorandum seemed to add a layer of universally required courses. Professor Welch stated that he would report on the matter.

Professor Welch commented on the responsibility of the Senate to represent the faculty as a whole and mentioned the importance of enhancing awareness of the responsiveness and effectiveness of the Senate to matters of faculty concern. He referred to the Charter of the Faculty Senate and the importance of the Senate being viewed in all parts of campus as the primary vehicle for expressing faculty opinion on academic matters of general import and specific issues related to faculty status and academic degree programs.

In relationship to the responsibilities of the Faculty Senate, Professor Welch mentioned that Professor Acara and members of the Faculty Tenure and Privileges Committee would meet with Vice Provost Fischer and a committee of Deans to discuss the resolution related to extension of the tenure clock. Professor Welch commented on the investigator disclosure policy and conflict of interest as related to Faculty Senate responsibility for standards on conduct of research and teaching. He noted that undergraduate admission standards had been established in 1985 and mentioned general undergraduate policies including general education. He commented on the definition of academic good standing recently revisited by the Faculty Senate Grading Committee and the change in minimum credit hours for graduation to 120. He stated that the Faculty Senate role in graduate and professional education was limited to reviewing programs and consideration of quality, direction and admissions. He noted that development in this area might be beneficial. Professor Welch noted the role of the Senate in University-wide formal plans for the future.

#### ITEM 4: Update on the 1995-1996 Budget

Senior Vice President Wagner distributed information on the major outcomes of the 1995-1996 state operating budget for SUNY and the University. He noted that there was a differentiation for tuition between the associate and baccalaureate levels. President Greiner commented that this was a historical event that was legally permissible. Senior Vice President Wagner remarked that the \$1100. increase in tuition in the graduate professional schools including the Law School and Pharmacy was not simply a function of adjustment of the undergraduate tuition change. He noted that graduate tuition scholarship support had received full funding.

Senior Vice President Wagner noted that for the first time, SUNY's appropriation requires more income to be generated (\$762M) than the amount of state tax support (\$732M). He noted that even with legislative restoration, the overall SUNY reduction was \$60M. He stated that 80% of the \$60M SUNY reduction was allocated across-the-board to campuses. He emphasized that no executive or legislative support for added flexibility to help better manage the reduction was apparent and that there was no indication of a willingness to reduce state regulation of SUNY. He commented that State University Tuition Reimbursable Account (SUTRA), which allows the University to keep revenue generated beyond revenue requirements, was suspended for 1995-1996.

Senior Vice President Wagner stated that it was essential to achieve the revenue target. He stated that management of UB's \$8.2M reduction (3.7%) included added revenues through fees and charges and base level decreases through position reductions related to hiring curtailment and early retirement programs. He noted that reductions were differentially allocated across units and programs. He stated that a few selective investments would occur in 1995-1996 including structural biology, the Law School, the new School of Medicine building opening, information technology including library automation, University Development, student recruitment and intercollegiate athletics. He noted that the majority of the investments in 1995-1996 would be through a one time use of available endowment reserves.

President Greiner noted the important leadership role of the University at Buffalo during the negotiations. He stated that 83% of enrollment was at the undergraduate level, that campus closings had been avoided and that tuition increases had been capped at \$550. for the agricultural and technical units and \$750. for the baccalaureate undergraduate level. He commented that the five new trustees had been advised not to be constrained to work only with the central administration "bureaucrats". He stressed that it was important to have the trustees visit and feel that the senior administration was approachable.

President Greiner stated that the Governor expected SUNY to "deliver more" next year. He stressed "if the State cannot send money, send freedom". He noted the necessity for increased decentralization and the anticipation of an extremely difficult year with such a small margin for reductions. He stated that he had shared the mission and vision statement for the University with the trustees in preparation for reconfiguring SUNY. He commented that closer to elections, " off" from SUNY might be expected and that the trustees were proud of the University.

Professor Gates, Chair of the Faculty Senate Budget Priorities Committee, stated that faculty could play important roles in student retention and matriculation, alumni relations, entrepreneurship, careful prioritization and public service.

Provost Headrick stressed that the position of the University within SUNY was a problem. He noted that SUNY was really a "collection" with the bureaucratic dictates of a system. He stated that 32 of the 64 campuses were community colleges that did not fit the matrix.

Provost Headrick stated that 80% of the students were located within the colleges and University centers, receiving 66% of SUNY funds. He remarked that the trustees were planning to address the disparity of one-third of the funds being utilized by one-fifth of the students, and added that the politics were complicated. He questioned whether UB was the largest center but noted that it was the most comprehensive with a wide range of disciplines. He stated that the University at Buffalo was not really a flagship similar to the mid-west publics. He expressed that it was unrealistic to plan on increasing enrollment to

30,000 to 40,000. He compared the University to a good, small public research University such as North Carolina, Virginia and Colorado.

Provost Headrick suggested that it was necessary to change how students were distributed. He encouraged decreasing the number of entering freshman and increasing the number of transfer students. He recommended stressing the strengths of faculty specialization with an emphasis at the upper division level of undergraduate education and first year graduate students. He noted the importance of continuing strong Ph.D. and professional programs supportive of research. He acknowledged that this concept of redistribution of students might result in a reduction of Ph.D. candidates necessary for teaching assistantships.

Provost Headrick stated that the University was now tuition driven and it was necessary to change the way finances were run. He mentioned differential lower and upper division tuition for undergraduates. He noted that professional programs should be recognized as needing to provide opportunities, maintain high quality and charge appropriate tuitions.

He stated that modifications in financial aid might be necessary as tuition increased. He commented that the University had to find its "niche" within SUNY. Provost Headrick referred to articulation agreements with community colleges and trying to attract students for upper division undergraduate courses and entry level graduate training. He stated that it was necessary to be careful not to be seen as stealing students from state colleges, which was a political issue.

Professor Jameson expressed admiration for the members of the administration of the University who had defended the interests of the University during the budget process. She stated that she was uncomfortable with the model emphasizing upper level education and noted that the concept appeared to be at odds with development of a loyal alumni body and supporters of athletics. She remarked that at the upper level, students identified with specific disciplines or professions rather than the University as a whole.

Professor Schuel expressed concern about the tone of public discussion regarding the University. He stated that the University had failed to explain to the public what was

accomplished and why the accomplishments were important. He stressed the University could be a catalyst for the influx of high technology businesses. He emphasized that the University needed to articulate its strengths more comprehensively.

Professor Wooldridge voiced agreement with Professor Jameson and mentioned teaching introductory courses to further the field of choices for students. He stated that majors would be weakened with implementation of the upper division concept.

Professor Nickerson inquired regarding feasibility studies and questioned the availability of students. He mentioned self paying students and the attractiveness of M.A. programs as factors for consideration.

Professor Eberlein stated that she preferred honors students and was "in between" in her support of the concept.

Professor Malone endorsed the emphasis on transfer students and labeled it an excellent strategy. He questioned the tactical approach and noted that faculty would require encouragement.

Provost Headrick stated that the timetable for SUNY restructuring was likely to be four to five years. He commented that without financial restructuring, there would be "deep trouble" in 1996-1997.

Professor Albini commented that there was a danger in stressing business goals over the ultimate academic goals. He stated that adjustment to the situation was necessary and that it was important to communicate the ideals of higher education. He mentioned the detrimental comments of a new trustee and stated that her remarks caused difficulty with recruitment to the professional schools.

Professor suggested a consortium of the university centers. Provost Headrick replied that a proposal to the Chancellor included a different organization form. He stated that SUNY should value the centers in terms of flexibility.

Professor Acara thanked Provost Headrick for his direction and stated that she believed the concept had merit. She endorsed Professor Schuel's remarks about communicating to the public the accomplishments of the University. Professor Welch stated that the University faculty should be "our own best advocates".

Professor Ferry reiterated the importance of promoting the University and recruitment.

Ms Cornwall stated that the University was viewed as large and impersonal and she expressed concern that, with the focus away from freshmen, there would be reduced emotional attachment. Provost Headrick replied that there were approximately 3000 freshmen without additional support. He noted that 2000 freshman could be supported. Ms Cornwall stated that a shift of focus to transfer students would reduce the concern with the facilities and change the emphasis to graduate education.

Professor S. Bennett agreed with Professor Jameson and Professor Malone. He stated that transfer students would be beneficial to the professional schools and four year undergraduate students would be beneficial to the arts and sciences.

Professor Adams stated that there was a need for delineation of the reaction of units to budgetary constraints. She expressed the desire to obtain an overview of changes University-wide due to the budget.

Professor Hadighi stated that there had been a positive impact from the freshmen influx to the School of Architecture that was causing academic problems. He stated that he agreed with both sides of the issue, being in favor of access for freshmen but questioning access to upper level courses. Provost Headrick replied that it was necessary to design a system and that feasibility was the key issue.

Professor Bialas stated that he appreciated the position but would be happier if the proposal had been developed in view of the context of education. He acknowledged being driven by the student market and suggested decreasing the barrier between senior level and graduate education. Provost Headrick stated that an M.A. or first level graduate education would be

increasingly important. He commented that with an outstanding education, the division between undergraduate and graduate could be reduced. He added that it was necessary to address the education at the Ph.D. level and consider possible changes.

Professor Ramesh inquired about the budget and self supporting programs. Provost Headrick replied that with state support declining, all programs would need to expand revenue. Professor Ramesh commented on decentralization.

Professor Welch stated that the entire Faculty Senate should be consulted and realistic expectations formulated.

Professor Hyde requested additional details for reduction of the number of teaching assistants and Ph.D. candidates. Provost Headrick reiterated that he was considering a five year time frame. Professor Hyde commented on repositioning teaching assistantships.

Professor Stevenson, representing a graduate professional school, inquired regarding the effect of increased tuition on enrollment.

Professor H. Bennett commented that the Department of History had been reduced since 1973 from 32 to 23 faculty members. She stated that with sabbaticals, there were currently 18 teaching faculty. She noted that international journals had been discontinued and that research was more difficult in her specialty area.

Professor Welch commented on long range restructuring and agreed that there was merit in the proposal of the Provost. He noted that there were immediate needs imposed by the budget and more detail was required about reductions. He remarked that the Budget Priorities Committee had worked diligently developing elaborate details. He noted the selective investments based on a one time use of available endowment reserves and commented on the danger inherent in the practice of supporting on-going positions with one-shot funds.

Professor Schuel stated that the current faculty roster was 50% of the faculty employed in the '70s serving double the student body. He stressed the importance of publicizing the implications of the budget on the quality of education.

Professor Wooldridge recommended careful documentation of the negative consequences of budget cuts to academic programs within the University. He advised that the information be systematically compiled and distributed.

Professor Welch thanked Senior Vice President Wagner, Provost Headrick and Professor Gates.

[Due](#) to time constraints, the meeting was adjourned to executive session with the remainder of the agenda to be covered at the FSEC meeting of September 6, 1995.

Respectfully submitted,

Carol Ann Sellers

Secretary of the Faculty Senate

Those present:

University Officers: W. Greiner, T. Headrick, R. Wagner, K. Levy, W. Fischer, N. Goodman

Senate Officers: C. Welch, C. Sellers

Architecture and Planning: M. Hadighi

Arts and Letters: J. Fradin, M. Hyde

Dental Medicine: G. Ferry

Educational Opportunity Center: S. Bennett

Educational Studies: R. Stevenson

Engineering and Applied Sciences: W. Bialas

Management: R. Ramesh

Medicine and Biomedical Sciences: M. Acara, B. Albini, H. Schuel Natural Sciences and

Mathematics: P. Eberlein

Nursing: P. Wooldridge

Pharmacy: N.

Social Sciences: H. Bennett

SUNY Senators: M. Jameson, D. Malone, P. Nickerson

University Libraries: J. Adams

GUESTS:

Academic Affairs Director: L. Cornwall

Professional Staff Senate: M. Stokes

Reporter: S. Cox

