

**FACULTY SENATE EXECUTIVE COMMITTEE**  
**Minutes of September 13, 2000 - (approved)**  
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The Faculty Senate Executive Committee met at 2:00 PM on September 13, 2000 in Capen 567 to consider the following agenda:

1. [Report of the Chair](#)
2. [Report of the President/Provost](#)
3. [Enrollment Update - Vice Provost Sullivan](#)
4. [Update on the Compendium for Public Service and Urban Affairs - Ms. Francescone and Dr. Staley](#)
5. [Update on the Teaching and Learning Committee's Resolutions on Assessment of Instructional Effectiveness - Professor Gentile, Chair](#)
6. [Old/new business](#)

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

The Chair reported that:

1. the revised draft Memorandum of Understanding (MOU) between SUNY and UB is now available on the Faculty Senate web site
2. the Voting Faculty meets September 19 at 2:00 PM in the Center for Tomorrow; a reception in honor of the Provost will follow at the Student Union, Room 210
3. he needs nominations for a Faculty Senate representative to the Alcohol Review Board to replace Professor Horvath
  - the Board has been active in trying to control student drinking; they negotiate agreements with local bars, present videos, monitor advertising, etc. (Professor Adams-Volpe)
  - unfortunate that beer is still being sold in the Commons (Professor Boot)
  - how large is UB's problem with student drinking? (Professor Malone)
  - there is a problem, but UB is certainly not unique in this (Professor Nickerson)
4. the Student Association is recruiting faculty to be "dunked" during Spirit Week, October 16-20
5. the Friends of the Center for the Arts is sponsoring a Masquerade Ball Gala on October 28; money raised will be used support Center programming and to bring children to Center events

There were comments from the floor:

- there is now an updated list of Voting Faculty in the School of Medicine which the Faculty Senate should obtain  
(Professor Noble)
- need to re-insert the definition of "X" in the Charter's formula for allocating Senators among the academic units  
(Professor Malone)
- will do so in time for next year's Senate elections (Professor Nickerson)

**Item 2: Report of the Provost** The Provost is receiving input on the MOU from the Deans and other administrators. She stressed the short time frame for additional comments from faculty.

A group of representatives of various SUNY campuses, mostly vice presidents for research, is developing a research agenda responsive to Chancellor King's goal of significantly increasing sponsored research in SUNY and Governor Pataki's goal of increasing New York's economic growth. SUNY will seek additional state funding to support that agenda. New York, however, has a history of only giving one-time funding to such ventures. The four University Centers and the Medical Centers will make the case that recurring funding for additional faculty is critical to the success of the initiative.

The Provost intends to meet with each of the Faculties. She has already visited Nursing, Information Studies, Law and Education.

There were questions for the Provost:

- what is the status of Dean searches? (Professor Boot)
- Dean Olsen will chair the Graduate School of Education's search and Dean Wright the School of Dental Medicine's search; no chair has yet been appointed for the School of Information Studies or for Health Related Professions; did not accept Architecture and Urban Planning's candidates and am having interesting discussions with the School (Provost Capaldi)
- share your thinking on discretionary money (Professor Boot)
- am withholding half of discretionary funds and releasing half to the deans; using their own criteria, the deans may distribute their half; they may also make recommendations to me

based strictly on merit for the sequestered half of discretionary funds; the intent is prevent across the board distribution of discretionary funds (Provost Capaldi)

- how is merit being defined for purposes of discretionary increases? (Professor Noble)
- have been told that neither service nor teaching justify a merit award (Professor Schack)
- the department chair/dean must define merit in the context of the unit and provide concrete justifications arising from performance during the award period (Provost Capaldi)
- several years ago faculty in the Department of Electrical Engineering set up guidelines for awarding merit increases (Professor Malone)
- when this year's discretionary process has been completed, the Faculty Senate should ask the Provost to report on what she discovers about our institutional norms for discretionary awards (President Greiner)
- the Dean of the Law School considers his faculty as about equally meritorious and distributes increases accordingly (Professor Swartz)
- could be an acceptable approach if a dean provides a reasoned justification (Provost Capaldi)
- UUP has the perception that discretionary increases go disproportionately to administrators who have retained their faculty rank (Professor Boot)
- share the supporting data; could make more administrators Management Confidential and take them out of the UUP (President Greiner)

**Item 3: Enrollment Update** Vice Provost Sullivan provided two sets of interim figures for Fall enrollment. Final figures will come from a snapshot taken on September 15.

One set of figures compares our enrollment with SUNY's target enrollment plan that drives the instructional component of its budget calculations for UB. With a total of 24,830 students UB is 2% over its targeted enrollment.

We enrolled a total of 16,686 undergraduate students (4% over target). This undergraduate total includes 3,064 full time freshmen (2% over target), 1,510 full-time transfer students (5% over target), 10,074 full time continuing/returning students (7% over a deliberately understated target that reflects SUNY's displeasure at the size of the 1999/2000 freshman class but also reflects our improving retention rate) and 2,038 part time students (3% under target).

We enrolled 8,144 graduate/professional students (2% below target). This graduate/professional total includes 2,050 new full time students (1% under target), 3,083 continuing/returning full time students (4% under target), and 3,011 part time students (on target).

The second set of figures shows enrollments from Fall 1996 through Fall 2000 and the percentage change between 1999 and 2000 enrollments. Undergraduate enrollments have grown steadily over that period. Professional school new enrollments remained relatively stable over the period, with the exception of the School of Pharmacy. The switch to the Pharm.D. program ballooned graduate enrollment in the School of Pharmacy.

The Vice Provost asked for comments:

- what is the impact of enrollment on income? (President Greiner)
- will generate \$1.5M more than projected; total income has increased by \$10M in the last 2/3 years (Vice Provost Sullivan)
- what are the gender figures for enrollment? (Professor Noble)
- will do a variety of analyses after the September 15 snapshot (Vice Provost Sullivan)
- would like to see enrollment figures broken out by program (Professor Adams-Volpe)
- is classroom availability being impacted by increased enrollment and the transfer of Math to the North Campus? (Professor Malone)
- have built 6 new classes to accommodate growth and there are 6 more classrooms under construction; try to keep supply just ahead of demand (Vice Provost Sullivan)
- as Master's programs grow, will need classrooms sized for 50/60 students; currently large classrooms accommodate 100/150 students (Professor Meacham)
- plan space needs for the coming year based on current year scheduling; if program changes planned for the coming year will require different space, chairs and deans should so inform the scheduling office (Vice Provost Sullivan)
- how are the quality profiles of this year's freshman and transfer enrollments? (Professor Fournier)
- for freshmen the high school GPA rose from 89 to 90, the percentile rank in class from 74 to 77, the SAT verbal score from 557 to 565, the SAT math score from 580 to 586, the SAT

composite score from 1137 to 1150; the ACT remained at 24, and last year 82% of students applying were admitted while this year that figure fell to 75%; figures for transfer students are more difficult to compile and don't have them yet (Vice Provost Sullivan)

- to whom should the Admissions and Retention Committee look for information about enrollment and quality issues? (Professor Fournier)
- will be happy to attend meetings of the Committee and will involve other administrative officers as appropriate (Vice Provost Sullivan)
- do you have retention figures? (Professor El Sohl)
- last year's freshman to sophomore retention rate was 84% and we hope this year's rate will be higher; we will do analyses after taking this year's enrollment snap shot (Vice Provost Sullivan)
- two years ago we lost 12% of the freshman class after Fall semester; would like to routinely track that figure (Professor Fournier)
- would also be interesting to know how many of those who leave transfer to other institutions (Professor Smith)
- could look at requests for transcripts from non-returning freshmen (Professor Schack)
- that data would be flawed because there may be a delay between a student's leaving UB and applying to other institutions (Professor Fournier)
- look at the GPA of non-returning freshmen students (Professor Baumer)
- what strategies have been responsible for our increased enrollment? (Professor Nickerson)
- on the undergraduate level we have increased our investment in aggressive recruiting, merit scholarships and raising the retention rate; at the graduate level have increased Master's programs and changed the funding formula to reward performance (Vice Provost Sullivan)
- faculty and staff have focused on enrollment and retention and have come up with new approaches and programs and have worked hard to implement them (President Greiner)
- how does one get in touch with the down state recruiting office? (Professor Smith)
- Ms. Toomey in the Office of Admissions will put you in touch (Vice Provost Sullivan)
- how is out-of-state recruitment done? (Professor Malone)
- send out targeted letters, attend college fairs in large cities, etc.; 2% of our students are from out of state (Vice Provost Sullivan)

- International Admissions Office also recruits aggressively; will become more competitive with out of state recruitment as we build more housing (President Greiner)
- Vice Provost Sullivan is now responsible for enrollment management and recruiting, Nina Kaars for academic advisement and Beth Tauke for undergraduate curriculum; will do very aggressive out of state recruiting, especially for the new master's programs (Provost Capaldi)
- an alarming number of local and Canadian students choose other Buffalo institutions for graduate education even though UB's programs are better and less expensive (Professor Malave)
- not everyone fits into a research institution; we should aggressively pursue local students who go to our of state peers; there is a large potential market for teacher training programs which the Graduate School of Education or the College of Arts and Sciences should explore (President Greiner)
- consider smaller residential colleges to make UB less intimidating (Professor Booth)
- upper classmen initiated and developed 12 very successful residential communities, e.g. Pre-professional Special Interest Housing in Red Jacket (Vice President Black)
- I identify more with my department rather than with UB as a whole and so don't feel intimidated by UB's size (Mr. Rupan)

#### **Item 4: Update on the Compendium for Public Service and Urban Affairs**

Ms. Francescone and Dr. Staley of the Office of Public Service and Urban Affairs reported on their work on the 2001 edition of *Connections: Public Service at the University at Buffalo*, which is a compendium of faculty directed public service initiatives and public service learning initiatives. Survey forms have been sent to all faculty with return requested by October. Publication is projected for the Spring of 2001 with deans and chairs receiving copies. *Connections* has been successful in focusing community attention on UB's community service; other institutions have used it as a model for similar publications.

- would like several copies for the FSEC; deans and chairs don't always circulate material to their faculty (Professor Nickerson)

- Provost Salins says that state legislators believe public service is the most important thing SUNY does (Professor Malone)

**Item 5: Old/New Business** Professor Smith warned that the Music Department has been having trouble with unauthorized, after hours use of departmental computers to surf pornography sites and also with theft from offices. The department believes cleaning staff are responsible but lacks sufficient evidence to prove it. He suggested that an FSEC discussion with the administrator who is responsible for cleaning contracts would be useful.

Dr. Durand noted that the Center for Academic Services experienced a rash of thefts last year, which were curbed only when all locks were changed. Because of the large number of master keys in unauthorized circulation, it is very difficult to maintain security or to place blame.

Professor Noble said that, issues of theft and mischief aside, cleaning is not being done well. The Gender Institute's new carpet, for example, was ruined by coffee and soda stains from the cleaning staffs' improper emptying of office trash cans.

Professor Malave spoke in praise of a cleaner in the Graduate School of Education who found and returned a valuable piece of jewelry to her.

Professor Schack raised as an issue the policy of not air-conditioning or heating buildings on the weekends. Many faculty work weekends, but it is difficult to do so under these conditions. The Provost concurred and added that she is also concerned about the impact of the Winter shutdown. Professor Adams-Volpe said that even public areas that are open on the weekends suffer; the Libraries have been told the computers that control environmental conditions are not able to operate by zones.

Professor Perese suggested canvassing incoming students for their interests in order to facilitate timely pairing of students with faculty doing research. Now student learns of interesting research only late in their stay in the University. Professor Capaldi took this suggestion in a different direction, suggesting the creation of a web site describing faculty research and soliciting student participation.

The Chair reported that he is following up on Professor Schack's suggestion of having a discussion of computer privacy issues. The Chair will ask about the progress of a SUNY Senate committee that

is looking at these issues and will try to arrange for Christine Haile, SUNY's Associate Provost for Technology Services, to talk to the FSEC. He will include the Computer Services Committee and the Academic Freedom and Responsibility Committee in the discussion.

- the most important issues are what records of computer transactions and e-mail content are being kept, by whom and for how long (Professor Schack)
- at one time the University claimed the right to monitor transactions on those computers it supplied (Professor Malone)
- several years ago CIT assured the FSEC that no one looked at an individual's computer transactions without a court order; have reason to believe different privacy policies may govern CIT and the nodes (Professor Nickerson)
- if records were expunged frequently, compliance with a court order could only disclose transactions over a limited period, protecting individual privacy (Professor Schack)

## **Item 6: Update on Resolutions from the Faculty Senate Teaching and Learning Committee on “Assessments of Instructional Effectiveness”**

The Resolutions drafted by the Faculty Senate Teaching and Learning Committee had their first Faculty Senate reading last Spring. For the benefit of new FSEC members, the Chair asked Professor Gentile, Chair of the Committee, to review the ground of the Resolutions and to describe his plans.

Professor Gentile outlined the concerns expressed in a report of the Committee presented to the FSEC and to the Faculty Senate:

1. establishing minimum requirements for course syllabi
2. documenting effective instruction
3. developing a culture of teaching for faculty
4. developing a culture of learning for students

After Faculty Senate discussion of the report the Committee drafted six Resolutions, addressing those concerns. He is

looking for further discussion and then a separate vote on the Resolutions. He invited questions and comments:

- use imperative rather than permissive language when imposing obligations and requirements, e.g., change “should” to “shall” (Professor Adams-Volpe)
- when requiring that students be provided with such things as grading policies, attendance policies, remediation opportunities, etc., Resolution 1 should use the term “course description” rather than “syllabus” which is more accurately only a list of topics to be covered in a course; Resolution 1 should stipulate a deadline for distributing the course description; Resolution 5 endorses the Methods of Inquiry Program, but provides no evidence of its effectiveness; am not sure that the 5 items of information required by Resolution 2 are appropriate for all courses and all disciplines (Professor Schack)
- the “Whereas b)” clause of Resolution 2 states that “evidence of instructional effectiveness requires instructors to demonstrate... what is done to identify students having difficulty with the course and to remediate their difficulty” and the “Therefore be it resolved... e)” clause requires the inclusion of “information on course policy and procedures for identifying students having difficulties and what is done to provide them with opportunities to remediate those difficulties and pass the course” in the teaching portfolio; intentionally make my courses difficult and believe it may be best to let those students who are failing, fail, so would like to see those two clauses deleted (Professor Fournier)
- the Committee understood that some students will fail, but believed that the instructor should set up conditions under which students can be successful (Professor Gentile)
- course description is the brief statement about a course which appears in the course catalog; the wording of Resolution 2 should rather require that students be provided with “a syllabus and course policies” (Professor Baumer)
- would cast a jaundiced eye on a course in which everyone got an A, so student performance may not be a good measure of teaching effectiveness (Professor Malone)
- Resolutions should be broadly discussed across campus to generate adequate comments (Senior Vice Provost Levy)
- will share the Resolutions with the Deans (Provost Capaldi)
- some faculty put their syllabi on line rather than handing out paper copies; Professor Fournier raised an issue which may be too complex for a written resolution but which would be better addressed in a pedagogy workshop (Professor Booth)

- is there any interest in reviving the Office of Teaching Effectiveness? (Professor Fournier)
- although the Committee was concerned that the functions performed by the Office of Teaching Effectiveness have not been absorbed elsewhere, it did not aim as high as reviving the Office; in talking with me about this issue, Provost Capaldi suggested that one should not aim low; in the absence of other efforts to improve teaching the Committee has scheduled an October workshop on Methods of Inquiry and is planning a Spring workshop on other issues of teaching effectiveness (Professor Gentile)
- there already are programs to improve the effectiveness of teaching assistants; the Provost and the Deans will do some brainstorming on how to improve teaching (Senior Vice Provost Levy)
- the Faculty Senate discussion of the Office of Teaching Effectiveness was not all positive; other faculty share my belief that the Office was not all that effective and strayed away from its mission (Professor Schack)
- have a promising new faculty member who is having difficulty teaching, but believe it is inappropriate for senior colleagues to act as mentors since they will be making renewal and tenure recommendations; need staff outside the departments who are trained to help improve teaching (Professor Meacham)
- faculty have the perception that there is more institutional interest in teaching faculty how to teach with technology rather than in just helping them teach better; the two overlap but are not the same (Professor Booth)
- it is just as appropriate, and indeed just as obligatory, to mentor new faculty in teaching as in research (Professor Schack)
- junior faculty are very resistant to having senior faculty mentor their research; need an outside source of help as well as getting it within a department (Professor Meacham)

Having already discussed old/new business, the meeting adjourned at 4:10 PM.

Respectfully submitted,

Marilyn McMann Kramer  
Secretary of Faculty Senate

**Present:**

**Chair:** P. Nickerson

**Secretary:** M. Kramer

**Arts & Sciences:** W. Baumer, C. Fournier, J. Meacham, S. Schack, C. Smith

**Graduate School of Education:** L. Malave

**Health Related Professions:** G. Farkas

**Law:** L. Swartz

**Medicine & Biomedical Sciences:** B. Noble, C. Pruet, A. El Solh, S. Spurgeon

**Nursing:** E. Perese

**SUNY Senators:** J. Adams-Volpe, H. Durand, P. Nickerson

**University Libraries:** H. Booth

**Parliamentarian:** D. Malone

**University Officers:** W. Greiner, President

E. Capaldi, Provost **Guests:** H. Coles, Chair,

Professional Staff Senate

S. Sullivan, Vice Provost for Academic Information and Planning

L. Francescone, Office of Public Service and Urban Affairs

J. Staley, Office of Public Service and Urban Affairs

S. Wuetcher, *Reporter*

G. Nealon, *The Spectrum*

R. Rupan, Undergraduate Student Association

R. Gentile, Chair, Faculty Senate Teaching and Learning Committee

K. Levy, Senior Vice Provost

D. Black, Vice President of Student Affairs **Excused: Engineering &**

**Applied Sciences:** R. Sridhar **Absent: Architecture:** R. Shibley

**Dental Medicine:** M. Easley

**Information Studies:** J. Ellison

**Management:** J. Boot

**Pharmacy:** R. Madejski