

## **FACULTY SENATE EXECUTIVE COMMITTEE**

**Minutes of November 8, 1995 (approved)**

**revised 10/3/95)**

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The meeting was called to order in the Jeannette Martin Room of Capen Hall at 2:00 p.m. to consider the following agenda:

1. [Approval of the minutes of October 11, 1995](#)
2. [Report of the Chair](#)
3. Report of the President/Provost (no report this meeting)
4. [Report on Undergraduate Advising](#)
5. [Old Business](#)
6. [New Business](#)

### **Item 1: Approval of the Minutes of October 11, 1995**

Professor Welch asked for corrections or additions to the minutes of October 11, 1995.

Professor Sellers, referring to page 7, paragraph 4, stated that Professor Hopkins had noted that Physical Therapy and Occupational Therapy were departments in the School of Health Related Professions rather than individual Schools. She noted that Professors Churchill and Eberlein should be added to the attendance list. Professor Schuel moved to approve the minutes as amended and Professor Adams seconded the motion which was approved unanimously. Professor Sellers added that Professor Boot preferred the previously edited version of comments at the September 27, 1995 meeting. Professor Schuel moved to approve the minutes of September 27, 1995 as amended. The motion was seconded by Professor Fradin and passed unanimously.

## **Item 2: Report of the Chair**

Professor Welch reported that:

The Faculty Senate meeting on November 14, 1995 would cover the revisions of the Bylaws and the Charter and faculty involvement in recruitment of students. He urged FSEC members to review the material in advance, remain until the conclusion of the meeting and bring any suggested major amendments in writing.

The next FSEC meeting would be held on the south campus on November 29, 1995 and would include discussions with Public Safety, members of the Faculty Councils in the Schools of Medicine and Dentistry and the Director of the Libraries. He noted that the December 6, 1995 meeting would be a regular FSEC session and that the Provost would host the meeting on December 13, 1995 which would be an Executive Session.

Faculty Senate committees were working and that draft reports were upcoming from the Athletics and Recreation and Computing Services Committees. He mentioned the Advisory Committee for the Chancellor's Award for Excellence in Librarianship and the campus data access policy and environmentally sound (green) computing.

Vice Provost Fischer had convened four deans and four faculty members to establish recommendations to enhance the role of the offices of the deans in the role of teaching. He noted that the purpose was to provide adequate support to substitute for the elimination of the Office of Teaching Effectiveness.

The Budget Priorities Committee was examining non-State sources of revenue.

Referring to Faculty Senate resolutions recommending creation of Public Service and Budget Priority committees within Schools and Faculties, it was noted that these committees were not in existence uniformly throughout the University. Professor Welch mentioned that it was not adequate to meet only during periods of crisis and emphasized the need to build up expertise by meeting on a regular basis. He reiterated that the resolutions had been passed and endorsed by the President.

A teleconference series would take place from November, 1995 to March, 1996 regarding distance learning with a total of four sessions.

The discussion on the Environmental Task Force had been postponed until January, 1996.

The Faculty Senate resolutions on the extension of the tenure clock and evaluation of Deans had not yet been acted upon by the office of the Provost.

Professor Nickerson reported on the University Faculty Senate committee meeting in New York City. He noted that the Committee on Structure and Operation of SUNY established by the Trustees had

recommended not to forget academic and quality issues when looking at the bottom line financially. He stated that Senior Vice President Wagner had described possible changes in business operations to increase efficiency which would require legislation for implementation.

Professor Malone added that the material of the University Faculty Senate had been well-written and that the support of Cornell had received a great deal of attention.

Provost Headrick stated that Thomas Egan, the Vice Chair of the Board of Trustees, was highly motivated to make an impact in SUNY and that an enormous amount of information was being reviewed. He noted that the Board of Trustees consulted with the Department of the Budget and would pull together the important elements and make recommendations to the Chair of the Board of Trustees. He noted that the perspective of the Board of Trustees agreed with the view of UB regarding the need for greater freedom and autonomy in management.

Provost Headrick stated that the Board of Trustees believed that the standards for student admissions, performance and time to degree were acceptable overall. He noted that the Board of Trustees could set minimal standards with individual units setting higher standards as desired.

He commented that each campus, although accountable to the Board of Trustees, could vary its tuition with concern to particular markets. Concern was expressed regarding a fixed amount of state aid. He noted that it was preferable to retain all of the tuition generated at the University to increase management flexibility. He mentioned that a compromise was possible regarding retaining tuition.

Regarding the downsizing of System Administration, formerly SUNY Central, Provost Headrick stated that the proposed changes were similar to the way large corporations operated with small staffs and monitoring of performance on a regular basis. He noted that the changes would require a substantial readjustment.

He stated that there was a strong possibility that the hospitals affiliated with the three SUNY medical centers would leave the state agency fold and become not-for-profit agencies. He commented that it

was clear that each unit had a serious stake in the success of the reorganization of the hospitals at Brooklyn, Syracuse and Stony Brook.

President Greiner emphasized the cut in state tax support and stated that it was a double loss without increasing management flexibility. He noted the impact of federal cuts in Medicare and Medicaid in 1997-1998. President Greiner stated that discussions would be necessary regarding appropriate levels for tuition for specific programs and Schools. He commented that it would be necessary to study the market and public competitors and provide greater financial aid as tuition increased. He stressed the importance of getting all tuition assigned to the campus and having the Board of Trustees decide how to allocate the state tax dollars.

Professor Malone suggested that if the faculty supported the proposed concepts, the knowledge should be shared with the Board of Trustees. Professor Wooldridge suggested a motion of general support from the FSEC. Professor Malone stated that the broader the motion, the better. Professor Wooldridge suggested rephrasing the comment as a motion.

Professor Malone initiated a motion that stated that the document from Trustee Egan seemed to capture the primary thrust of the concerns of the faculty and that although there might be small items in need of further development, the faculty of the University at Buffalo generally accepted the concepts as presented in the document. He suggested that the Chair of the Faculty Senate communicate directly with Trustee Egan regarding faculty general support. Professor Wooldridge seconded the motion.

Professor Schuel commented that the recommendation or endorsement could be made by the FSEC but not the entire faculty. Professor Welch suggested bringing the issue to the entire Faculty Senate for input but setting the action in motion through the FSEC decision and continuing with the full Senate. Professor Adams recommended supporting the document generally and deleting the section "although there might be small items in need of further development". Professor Schuel suggested supporting the principles and proposals.

Professor Henderson cautioned against "quibbling". Professor Fradin inquired into the meaning of "principles". Professor Malone responded that there were numerous principles including increased

autonomy. Professor Wooldridge stated that the principles being endorsed were listed in the memo from Trustee Egan. Professor Malone suggested the wording "scope and thrust of the document". Professor Welch suggested a formal motion stating that the Faculty Senate Executive Committee endorses the scope and thrust of Vice Chairman Egan's proposal to be circulated via e-mail. Professor Welch commented that it was important to be precise and clear in this historic moment. He suggested that Professor Malone and Wooldridge caucus and return. Professor Jameson inquired if the intention was for the FSEC to endorse the proposals of Trustee Egan or forward the motion to the Faculty Senate at the next meeting which would be past the November 13, 1995 deadline. Professor Welch responded that with the two readings required by the Senate, it would be early December before any action could be taken. He suggested an FSEC motion first with referral to the full Faculty Senate for input. Professor Malone stated that time was of the essence.

Professor Meidinger urged a vote and called the question. Professor Welch clarified by stating the resolution as "Whereas, the Vice Chairman of the Board of Trustees has set forth several proposals and principles for the reorganization of SUNY (memorandum dated November 6, 1995), Be it resolved, that The Faculty Senate Executive Committee of the University at Buffalo endorses the scope and thrust of the Vice Chairman's memorandum, and urges its adoption by the Board of Trustees".

Professor Schuel agreed that the Egan document was reasonable with regard to restructuring of the SUNY system. He expressed concern that future budget cuts should be fought to save as much as possible. He commented that it was crucial to explicitly voice opposition for withdrawal of state funding. Provost Headrick replied that the two issues, continued state support and restructuring of SUNY, would be "locked arm in arm". He noted the importance of attaining the ability to control tuition through increased flexibility. Professor Hare stated that it was crucial to reassure the college Presidents prior to the November 13th date. Provost Headrick recognized the concerns and agreed that it was necessary to "go forward together" with the restructuring.

Professor Fradin commented that "other things might be operating" and there was not enough time to think clearly about the resolution. Professor Hyde stated that she was not certain about what was at stake. She questioned what gaining autonomy would mean in terms of the operation of the University. She noted that she believed more study was necessary and that she was not certain of the nuances.

Professor Malone reiterated that he thought it was important to let the Board of Trustees know that the faculty agreed with the scope and thrust of the plan. He noted that there was no time to devolve the nuances and implications and that the document was derived from faculty input.

Professor Hare commented that he supposed that the Board of Trustees would not be surprised by faculty support.

Provost Headrick stated that he agreed with Professor Malone and Professor Hare and that it was positive to show faculty support. He voiced the importance of conveying concern about the future enhancement of SUNY and the maintenance of high academic standards.

Professor Wooldridge agreed with Professor Malone, stating that faculty input for support of the document could be achieved through the resolution. Professor Fradin stated that he was now planning to vote positively based on the discussion. Professor Jameson questioned to whom the resolution would be communicated and Professor Welch replied that it would be communicated to the individuals listed on the cover of the document. Professor Wooldridge stated that the original copy should be sent to the Board of Trustees. Professor Nickerson stated that a copy should be sent to the President of the University Senate.

The resolution passed with three abstentions.

#### **ITEM 4: Report on Undergraduate Advising**

Professor Welch referred to two Faculty Senate resolutions on advisement in the compendium of resolutions on pages 24 and 25. Vice Provost Goodman mentioned the third resolution about access to majors and noted that the process was not yet close to the goals established by the Senate which included every student having a faculty advisor. He noted that advisement of students was now formally a departmental responsibility. He commented that advisement was a mixed system with professional and faculty advisors. A copy of the Faculty Advisement Handbook was circulated and Vice Provost Goodman requested advice for a more comprehensive system of advisement.

Professor Adams expressed concern about how various Schools were handling advisement. She noted that anticipated budget cuts might necessitate firing of professional advisors newly hired by schools and that it was desirable to get the faculty more involved in advisement. Vice Provost Goodman replied that students needed greater involvement with faculty and that a difficult area was in providing adequate time for faculty to have greater responsibility for advisement. Professor Malone agreed with Professor Adams that faculty advisement was preferable and the implementation of the process was critical. He noted that the Deans needed to be convinced that advisement was an important responsibility. He suggested that the Provost inquire as to the steps the Deans had taken to enhance faculty advisement and make this issue an important part of evaluation of Deans for continuation on a yearly basis. Professor Malone inquired as to the feed on DARS.

Vice Provost Goodman stated that the three Deans of the Arts and Sciences were seriously committed to improving undergraduate education. He noted that advisement was part of a larger complex of issues. He noted that course access was difficult in the current economic climate and that undergraduate education had been sacrificed for the graduate mission.

Ms Cornwall expressed concern that there was not enough emphasis on advisement. Acknowledging that the system was in transition, she noted that her file had not been updated and entered into DARS. She urged that students and faculty must be "in tune". She recommended establishing guidelines for departments for advisement. She stated that advisement for freshmen was not stressed enough and that there was difficulty translating DARS information. Vice Provost Goodman agreed that DARS was far from perfect.

Professor Fradin commented that faculty advisement was a "fierce" problem which would not be solved until advisement was built into the reward process of the faculty. Vice Provost Goodman acknowledged that faculty were concerned with their own careers and that the culture must be changed to increase involvement in a collective enterprise encompassing research, public service and undergraduate education. Professor Fradin emphasized building teaching and service into the reward system.

Professor Eberlein questioned if departments were required to advise only their majors and if freshmen were still uncommitted. Vice Provost Goodman responded affirmatively and noted that

Engineering, Architecture, Music and Art admitted freshmen. He stated that a change being implemented was to ask undergraduates when registering to indicate an intended major. He noted that this information would allow a DARS report to be generated with the departmental requirements. He noted that various departments had an enormous number of majors and that departmental advisement in these cases was not workable. He stated that it was critical to find methods to handle advisement in these cases.

Professor Eberlein requested information on DARS. Vice Provost Goodman replied that the system was working reasonably well and should be nearly perfect next fall.

Professor Jameson noted that advisement went beyond bookkeeping and was important for retention and learning. She commented that it was not an intelligent distribution of labor for all faculty to learn the intricacies of requirements. She mentioned the impact on student life of frequent, stimulating discussions with faculty. She stated that evaluations should be revised to include accessibility of professors to students.

Vice Provost Goodman stated that general education was "massively complicated" and that faculty had not been advised in the implementation of faculty advisement.

Professor stressed that it was important for students to be aware of what was available regarding faculty-student interaction. He noted that advisement was complex and that a particular level of competency was required for success. He stated that faculty should feel a responsibility for students regardless of reward.

Professor Malone stated that DARS was never intended to be a substitute for advisement and was a summary for the student which required further faculty advisement. He suggested that since advisement was not a part of the reward structure, the load should be covered by tenured faculty.

Professor Henderson cited a successful example of advisement from Communicative Disorders and Sciences for students enrolled in the graduate programs within a group setting during two days each semester.

Ms Cornwall stated that ideas were needed as to how faculty and students could work together to improve the situation. She noted that advisement was required for general education and that awareness needed to be increased for freshmen. She mentioned that highly motivated students would gather information independently but that students in general required greater guidance about independent study, double majors and special projects. She stressed the necessity of making students aware of information and influencing them to achieve their potentials.

Professor Nickerson stated that advisement also occurs in social settings and cited the dining with students program as an example.

Vice Provost Goodman stated that within the last year, fewer upperclass students were without majors and that more faculty were spending time in advisement. He noted that a clear procedure for freshmen and sophomores was not in place. He mentioned freshmen seminars which were supposed to deal with the problem of faculty-student interaction and that the seminars no longer existed due to resource problems. He requested suggestions to stimulate faculty interaction with freshmen and sophomores.

Professor Jameson commented that advisement should be meaningful and focus on content. She noted that when DARS was brought up to speed it would be useful to check on progress. Professor Malone stated that it would take time for DARS to "mesh". Professor Jameson stated that DARS should be a substitute for bookkeeping but not for the personal aspects of faculty-student interaction. Professor Fradin agreed and stated that students benefited in numerous ways from interaction with faculty.

#### **ITEM 5: Old Business**

Professor Wooldridge, with respect to the NRC rankings circulated by the Office of the Provost, noted that there had been a modest improvement in the rankings of programs listed both in 1993 and 1982 and the median ranking of all programs listed.

## **ITEM 6: New Business**

Professor stated that the entire University community had been affected by the assassination of Yitzhak Rabin and inquired into the appropriateness of an FSEC resolution. Professor Welch responded that a resolution was in order. Professor offered the following resolution:

"The Faculty Senate Executive Committee expresses its deep condolences to the family of Yitzhak Rabin, the government and citizens of Israel on the most tragic assassination of Prime Minister Rabin. We further deplore and condemn all acts of violence and terrorism against all citizens and strongly endorse all efforts toward a secure and lasting peace in the Middle East and world-wide."The motion was seconded by Professor Fradin and passed unanimously.

Professor Adams announced that the Distinguished Librarian rank had been approved by the Board of Trustees. She noted that rigorous criteria would include contributions in creating the new information environment and national and international leadership stature beyond the boundaries of SUNY.

There being no further business, the meeting was adjourned.

Respectfully submitted,

Carol Ann Sellers

Secretary of the Faculty Senate

## **Those present:**

University Officers: W. Greiner, T. Headrick, N. Goodman  
Senate Officers: C. Welch, C. Sellers  
Architecture & Planning: M. Hadighi  
Arts & Letters: J. Fradin, M. Hyde  
Dental Medicine: G. Ferry

Law: E. Meidinger  
Management: R. Ramesh  
Medicine & Biomedical Sciences: H. Schuel  
Natural Sciences & Mathematics: P. Eberlein  
Nursing: P. Wooldridge  
Pharmacy: N.  
Social Sciences: P. Hare, D. Henderson  
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**

**Those Absent:**

Educational Opportunity Center: S. Bennett  
Engineering & Applied Sciences; R. Wetherhold  
Graduate School of Education: R. Stevenson  
Health Related Professions: P. Horvath  
Medicine & Biomedical Sciences: M. Acara, B. Albini  
Natural Sciences & Mathematics: P. Wooldridge  
SUNY Senator: J. Boot