

Minutes, November 7, 2012

Chair:

Ezra B. W. Zubrow

Secretary:

Edward Herman

Arts & Sciences:

William H. Baumer

Melvyn Churchill

Stephen Dyson

Dental Medicine:

Elaine Davis

Engineering & Applied Sciences:

Adly Fam

Joseph Mollendorf

Law:

Lynn Mather (Excused)

(or)

Robert Reis

Management:

Larry Sanders

Medicine & Biomedical Sciences:

Rajendra Badgaiyan (Excused)

Ranjit Singh

Michael Stachowiak

Social Work:

Robert Keefe

SUNY Senators:

Jennifer Gottdiener

Donald Grinde

Kathleen Kielar

Peter Nickerson

University Libraries:

Beth Adelman

Parliamentarian:

William H. Baumer

President

Satish K. Tripathi (Excused)

Provost

Charles (Chip) Zukoski (Excused)

GUESTS:

Ann Marie Landel, Professional Staff Senate

Sue Wuetcher

OTHER GUESTS:

Michael Behun

- **Minutes** of October 24, 2012 were approved.
- **Chair's report:** Zubrow distributed copies of David Lavallee presentation on Student Mobility at the October 26, 2012 University Faculty Senate Meeting. ([Appendix 1](#)) He had nothing further to report since addressing the Faculty Senate the previous afternoon. See Faculty Senate minutes of November 6 for details.
- **Global Scholars Program:** Scott Weber spoke about the Global Scholars Program that trains undergraduates to participate in the globalized world. See Appendix 2 for details. Selected experiences include study abroad, achieving proficiency in a foreign language, and an understanding of cross-cultural customs. Weber said the University is still developing minimum Program qualifications and application deadlines, but he expects to advertise the

Program in the Spring for a Fall 2013 rollout. Successful completion of the Program will be noted on transcripts. FSEC approved the Program with the provision that Don McGuire, report back about the wording of transcript notations. Weber agreed with Zubrow that the Program also needs Faculty Senate approval.

- Lucinda Finley reported on the COACHE survey. (Collaborative on Academic Careers in Higher Education). [Click here](#) for to link to the detailed presentation (Appendix 3). Key highlights follow.
- COACHE surveys professors in over 150 institutions attempting to help schools improve faculty recruitment, retention, and work life quality.
- It measures feelings towards:
 - Clarity of the tenure process.
 - Workload and research support.
 - Balance between work and home lives.
 - Collegiality.
 - Salaries and benefits.
- Results are based on a 5 point scale 1 being low and 5 high, and compares them by gender, race, and discipline.
- UB participated in 2006, 2010, and 2012.
- The 2006 survey failed to identify areas of strength at UB. However, the 2010 survey identified 19 areas and the 2012 count identified 10 areas. Changes in definition account for the differences. The following were strengths in both years:

- Clarity of tenure criteria.
 - Clarity of tenure standards.
 - Clarity of tenure expectations.
 - Reasonableness of tenure expectations.
 - Amount of time for conducting research.
 - Expectations for finding external funding.
 - Maintaining influence over the focus of research.
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- Two factors pertaining to teaching were strengths in 2010, but neutral factors in 2012: level or courses taught and upper limits on teaching obligations.
 - Issues pertaining to work at home and balance between professional and personal time were strengths in 2010. Similar matters dealing with personal and family policies were strengths in 2012.
 - Areas of concern differed among the three survey dates.

2006	2010	2012
<ul style="list-style-type: none"> • Cloudy and unreasonable tenure practice. • Several ineffective policies and practices. • Less-than-satisfying culture compared to peers. 	<ul style="list-style-type: none"> • Sense of 'fit' compared to peers. 	<ul style="list-style-type: none"> • Departmental collegiality. • Departmental engagement.

- According to COACHE results, the best and worst parts of working at UB are as follows.

Best Aspects	Worst Aspects
<p data-bbox="472 396 526 422">2010</p> <ul data-bbox="407 491 646 680" style="list-style-type: none"> <li data-bbox="407 491 646 516">• Academic freedom <li data-bbox="440 548 613 573">• Cost of living <li data-bbox="407 604 646 630">• Quality of colleagues <li data-bbox="440 661 613 686">• Sense of 'fit'* 	<p data-bbox="1094 396 1148 422">2010</p> <ul data-bbox="894 491 1398 680" style="list-style-type: none"> <li data-bbox="894 491 1398 516">• Quality of graduate and undergraduate students <ul data-bbox="1029 548 1263 630" style="list-style-type: none"> <li data-bbox="1029 548 1263 573">• Geographic location <li data-bbox="1029 604 1263 630">• Quality of facilities <li data-bbox="894 661 1398 686">• Spousal/partner hiring program (or lack thereof)
<p data-bbox="472 764 526 789">2012</p> <ul data-bbox="407 858 646 1050" style="list-style-type: none"> <li data-bbox="407 858 646 884">• Quality of colleagues <li data-bbox="440 915 613 940">• Cost of living <li data-bbox="407 972 646 997">• Academic freedom <li data-bbox="440 1029 613 1054">• Sense of fit 	<p data-bbox="1094 764 1148 789">2012:</p> <ul data-bbox="987 858 1300 1050" style="list-style-type: none"> <li data-bbox="987 858 1300 884">• Lack of support for research <li data-bbox="1029 915 1263 940">• Quality of facilities <li data-bbox="987 972 1300 997">• Quality of graduate students <li data-bbox="1029 1029 1263 1054">• Geographic location

- Finley identified several policies that 2010 respondents considered important and effective, as well as important but ineffective.

Important and Effective Policies	Important <i>but</i> Ineffective Policies
<ul data-bbox="261 1486 792 1791" style="list-style-type: none"> <li data-bbox="337 1486 716 1512">• Upper limit on teaching obligations. <li data-bbox="261 1543 792 1568">• Stop-the-clock for parental or other family reasons. <ul data-bbox="407 1600 646 1682" style="list-style-type: none"> <li data-bbox="407 1600 646 1625">• Informal mentoring. <li data-bbox="358 1656 695 1682">• Paid or unpaid research leave. <li data-bbox="261 1713 792 1791">• Upper limit on committee assignments for tenure track faculty. 	<ul data-bbox="873 1486 1419 1791" style="list-style-type: none"> <li data-bbox="873 1486 1419 1512">• Modified duties for parental or other family reasons. <ul data-bbox="971 1543 1321 1682" style="list-style-type: none"> <li data-bbox="971 1543 1321 1568">• Spousal/partner hiring program. <li data-bbox="1045 1600 1247 1625">• Tuition waivers. <li data-bbox="1068 1656 1224 1682">• Childcare. <li data-bbox="873 1713 1419 1791">• Professional assistance in obtaining externally-funded grants.

- The presentation compared faculty satisfaction rating for 2006 and 2010.

Question	2006	2010
How satisfied/dissatisfied are you with your department as a place to work?	3.76	3.59
How do you rate the institution as a place for junior faculty to work?	3.63	3.81
If you could do it all over again, would you accept your current position?	4.00	4.00
Assuming you achieve tenure, how long do you plan to remain at your institution?		49%: For foreseeable future or rest of career 35%: Haven't thought that far ahead 13%: No more than five years

- See slides 22-28 for a summary of differences by gender, race, and ethnicity.

In 2012,

- Those tenured were a bit less satisfied with University administrators and Deans.
- Results indicated a “large” satisfaction gap among Associate Professors pertaining to reasonableness of expectations, failure of departments to encourage promotion, and mentoring in the Associate rank.
- Associate Professors had moderate satisfaction gaps when considering balance of research/teaching/service; support for graduate assistants; laboratory or research space; salary and retirement benefits; and the promotion process as it pertains to clarity, time frame, and criteria.

- Humanities faculty rated their situation low and had more polarization than other areas in 2010. In 2012, the Social Sciences, Humanities, Education, and “other” professions thought they were less valued than other parts of the University by the President and Provost.
- Finley believes the COACHE survey shows UB ought to:
 - Improve family/work balance policies
 - Continue efforts to improve sponsored program services
 - Continue efforts to improve quality of undergraduate and graduate students
 - Focus on engagement by senior colleagues

Prepared by
Edward Herman, Secretary
Faculty Senate

[Appendix 1—Student Mobility](#)

Appendix 2—Global Scholars Program (see below)

[Appendix 3—Collaborative on Academic Careers in Higher Education](#)

Appendix 2

Global Scholars Program Transcript Notation for Global Distinction

(draft adopted 10/24/2012)

Overview

The UB Global Scholars Program supports the University's mission to prepare undergraduate students for lives and careers in today's highly globalized environment. By undertaking a customized and coherent set of curricular and co-curricular experiences, students may demonstrate their strong global and cross-cultural understanding, and their engagement with international issues and challenges. In addition to promoting study abroad and the acquisition of foreign languages, the program recognizes the importance of engaging in global and cross-cultural explorations here in Western New York and across all of UB's academic curricula. The program provides formal recognition of students' achievements through a notation on their final transcript.

Notation on the student official and unofficial transcript

Students successfully completing the Global Scholars program earn one of two official transcript notations:

- Bachelor of Arts/Science **with Global Distinction**
- Bachelor of Arts/Science **with Global Distinction and Foreign Language Proficiency**

An *example* of how the notation on the transcript would display:

Degree: Bachelor of Science with Global Distinction and Foreign Language Proficiency

Confer Date: 06/01/2015

Degree Honors: Cum Laude

Major: Business Administration

Guiding Principles for Distribution of Program Elements

- Global Scholars contribute to international understanding on our campus and UB's place in the wider community.
- The program name of Global Scholar is consistent with the current use of scholar within the UB undergraduate experience.
- Transcript notation will not include "Scholar" but rather "Distinction" which is more consistent with other transcript designations.
- Curricular and co-Curricular elements are required in the Global Scholar Program.
- Curricular and co-Curricular requirements should be easy to understand and transparent to students, advisors and faculty.
- Curricular requirements are based on course credit hours.
- To develop a list of courses, departments should apply to have appropriate courses reviewed and adopted by a Global Scholar Steering Committee or other equivalent group (e.g. Council on International Studies and Programs).
- Course adoption to satisfy curricular program elements should be rigorous and defensible.
- Global Distinction and Language Proficiency requires additional curricular achievement beyond that required for Global Distinction. Accordingly, students wishing to achieve Global Distinction and Language Proficiency may not satisfy both distinction and language proficiency using the same course credits.
- A variety of options exist to meet co-Curricular program elements but no one category can be used to meet the requirements in their entirety.
- Students must complete at least some portion of co-Curricular program elements while in residence.
- A portion of the co-Curricular program elements can be satisfied in parallel with curricular experiences including study abroad and internships.
- As a culminating experience in the Global Scholars Program, students are required to apply their global experiences to a career development skill.

Global Scholar Program				
Students Must Meet Curricular and Extra-Curricular Elements as Described Below.				
Additionally, Students Must Complete a Culminating Element that Applies Global Experiences to Career Development				
Curricular		Co-Curricular		
A minimum of 12 credits of successfully completed coursework to achieve Global Distinction. Course work must be chosen from pre-approved majors, minors, study abroad, internships or certain designated courses. For a list of preapproved courses see: (global scholar website to be developed). To achieve Global Distinction and Foreign Language Proficiency, students must complete an additional 12 credits of approved course work or its equivalent (e.g. proficiency in language).	5 points per credit hour for a minimum of 60 points	Students must complete co-curricular components consistent with the list below for a minimum of 40 points. Each component requires a written reflection as indicated at: (global scholar website to be developed). The translation of international experience to career development is required of all participants.	Points Per Activity	Maximum Points Permissible Within Category
		International pre-approved volunteer service experience.	10	20
		Local pre-approved service experience in a community agency with an international or cross cultural focus.	10	20
		Active leadership in a campus cultural organization providing international educational opportunities for others.	10	20
		Completion of Study Abroad Reflection as defined below: 1. Option 1: Present at CURCA Research and Creativity Fair - (10 points) 2. Option 2: Volunteer to staff the Study Abroad Satellite Office in the Student Union once a week for at least 2 hours (10 points) 3. Option 3: Create a video highlighting your study abroad experience as a promotional tool for the Study Abroad Office (10 points)	10	20
		Completion of International Internship Reflection as defined by Career Services: 1. Option 1: (10 points) 2. Option 2: (10 points)	10	10
		Attendance at a preapproved International event, such as speaker, film festival, symposium, etc. with a written reflection as defined at: (global scholar website to be developed).	2	10
Minimum Curricular Points for Distinction	60	Minimum Co-Curricular Points	40	
Minimum Curricular Points for Distinction with Language Proficiency	120			
As a culminating experience in the Global Scholars Program, students are required to apply their global experiences to a career development goal. The guidelines for these can be found at: (global scholar website to be developed), and include such experiences as scholarship applications, graduate and/or professional school application, career placement skill enhancement, etc.			required	

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