

FACULTY SENATE EXECUTIVE COMMITTEE

Minutes of December 3, 1997 (approved)

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The Faculty Senate Executive Committee met at 2:00 PM on December 3, 1997 in 567 Capen Hall to consider the following agenda:

[1. Report of the Chair](#)

[2. Brief Update on the Faculty Promotions Checklist](#)

[3. Campaign Update](#)

[4. Distance Learning](#)

[5. Professional Staff Senate Supervisory Initiative](#)

[6. Approval of the Agenda for the Faculty Senate Meeting of December 10, 1997](#)

7. Executive Session

Item 1: Report of the Chair

Professor Nickerson solicited nominations of faculty members for two activities. The first were for a working group that the Provost is establishing to examine how we should use the 3% discretionary increase pool to address salary inequities, as well as the process by which this would be conducted. The second were for the Faculty Senate's complaint resolution mechanism; the Chair asked the FSEC members to suggest many names, since it might prove difficult finding a three-member panel.

The Provost held an open meeting with the deans on Monday (December 1), at which Professor Nickerson raised the issue of the Deans' lack of attendance at Senate meetings, as well as the broader issue of how deans wish to interact with the Senate. In the spirit of collegiality, the deans were included as *ex officio* members of the Faculty Senate when the Bylaws were revised. It was suggested that specific deans be invited when the items under discussion directly affect their faculty.

At the same meeting, Senior Vice-Provost Levy discussed participation in the honorary degree process, and encouraged the deans to use their own administrative/governance structure to engage

the faculty in the process in securing nominations and in filling the five slots available for academic convocations.

Also at the meeting, Vice-Provost Goodman reported on enrollment and various initiatives, noting that we need to use methods similar to those employed last Spring, involving the departments and faculty, to reach out to students in the hope of improving the retention rate. To improve yield enhancement, the deans will send a letter to accepted students who may be interested in their areas. The Chair planned to encourage the Admissions and Retention Committee to meet with Professor Goodman to discuss these issues.

A memo from Senior Vice-President Wagner announced a reorganization within University Services: Kevin Seitz is now the Associate Vice-President for University Services and Controller, and Len Snyder will devote full time to addressing UB's initiatives in financial management.

Item 2: Brief Update on the Faculty Promotions Checklist

Professor Acara, Chair of the Faculty Tenure and Privileges Committee (FTPC), presented a draft of the *Checklist for Promotion Dossier* revised by Vice-Provosts Levy and Fischer, as well as a summary of recommendations by the FTPC. Most controversial was Item 5, because its proposed revision included the requirement that external reviewers evaluate the candidate's teaching portfolio; the Committee felt that external reviewers were often not the most capable to evaluate a candidate's teaching, and proposed changes to make this more optional. The FTPC also proposed reducing the number of the candidate's statements to one, in which he/she can address his/her contributions to the three categories of research, teaching, and service. Finally, the FTPC suggested that individual units develop their own, discipline-specific criteria for teaching portfolios. After a few points of clarification, the FSEC unanimously approved of forwarding the report to the Faculty Senate.

Item 3: Campaign Update

Vice-President Stein circulated a "University Development Report" and summarized the status of the *Campaign for UB* fund-raising effort. First, he outlined the \$250 million working objective as follows:

- Annual Appeals: \$ 20 million
- Endowment: \$100 million
- Capital: \$ 30 million
- Restricted for Academic Programs: \$ 70 million
- Education Advancement: \$ 30 million
- He explained that, among the *sources* of support, some of the monies from the "Planned Gifts" (wills, trusts, life income contracts) would not be flowing in during the life of the campaign itself; this will also hold for donations to be paid in installments over the course of five years.
- The *Infrastructure Phase* (July 1996 - July 1997) of the campaign had as its priorities campaign funding, staffing, a communications plan, identification of prospects, identification of campaign leaders, sequencing the campaigns of the various schools, and the establishment of campaign benchmarks and reports. During the *Leadership Phase* (July 1997 - August 1999), one-third to one-half of the total goal is expected to be raised. The beginning of the *Public Phase* is marked by the public announcements of the *Campaign for UB* and the campaign goal. The campaign achieved its goal of raising \$18 million during the first phase. Its goal for the current fiscal year is set at \$41 million; the \$ 4.2 million actually raised has surpassed the first quarter benchmark goal of \$ 2.6 million. Vice-President Stein estimated the cost of the campaign at 20 cents per dollar raised, in line with similar campaigns at other AAU institutions. He concluded by stating that "the real purpose of the campaign is to leave a legacy" of building on where this campaign ends.
- Professor Welch commented that one important part of this campaign should be the faculty's sense of involvement, particularly in our long-term commitment to our students and future alumni. Professor Jameson asked whether the Division of Athletics would continue through the year 2003 to be a beneficiary of funds raised, or whether it would begin to generate its own income stream. Vice-President Stein replied that what Athletics does to raise its own money is irrelevant; his office had simply asked Athletics to estimate what its needs would be in terms

of philanthropic donations. He explained further that large donations are nearly always restricted, i.e., designated for a specific purpose, unit, or program.

- Representative Brendan Keene asked if the Student Association could help in the campaign by keeping lists of memberships of specific subgroups of the student population; Vice-President Stein welcomed the idea, and presented a *Strategy for Campaign Communications*, designed to accomplish three goals:
- The articulation of a clear identity for the University, its schools, and programs in terms of both current mission and future direction;
- The creation of a strong and lasting sense of internal and external community through the development of new programs and activities that allow University traditions to take root and thrive;
- The creation of sturdy, defined and interactive communications channels with alumni and friends that last beyond the life of the campaign.

The organizing principle behind the strategy is to build a story-telling tradition, which has the advantages of being portable, personal, effective, and cost-effective.

Item 4: Distance Learning in Millard Fillmore College

Professor Lopos, Dean of Millard Fillmore College (MFC), told the FSEC that the Provost had asked MFC last July to assume "the role of a catalyst" in helping to bring distance learning to market and in advocating it. Instead of the accepted term "distance learning", he preferred to refer to it as "access learning", since distance is irrelevant. MFC will act as the standard-bearer for access learning at UB; members will meet with representatives of the various nodes at UB to discuss the issues of logistics, administration, marketing, and to some degree, development. MFC will also develop, as charged, a faculty-centered Distance Learning Advisory Committee.

He reminded the FSEC that access learning is not just high-tech computers and asynchronous learning networks; it takes on many "low-tech" forms as well, such as video courses, which have been and are being offered in conjunction with PBS over local cable, "turning the living room into a learning room".

Also in planning is live, synchronous, two-way video instruction accessing all of Western New York, known as "Project Connect". What we do with the technology depends to a large extent on the faculty; and the issues surrounding access learning --- such as quality of instruction, measures of quality, approval of courses --- are essentially the same which apply to any type of instruction. Furthermore, transcripts will not discriminate between "regular" classroom courses and those taken through access learning.

Professor Albini asked about the results of any research on technology-based instruction. Dean Lopos replied that there is not much research available on the newer modes of learning, although it is underway; for the older forms --- such as audio-conferencing and video-based instruction --- the research indicates that there is usually no discernible difference. Any appreciable difference usually favors video over traditional instruction, although, he warned, this is a bias, based on the audience and its motivation.

Professor Faran asked about the size of the courses, to which Dean Lopos replied that they are working not to have sites with too few people, since this would hinder interaction and the learning experience in general. Professor Faran also wondered whether these courses would cost more. Professor Lopos responded that tuition is the same; although some of the usual fees might not be charged, other new fees may be. Professor Faran then warned that some departments might discriminate between traditional and access learning courses by assigning different course numbers to what is essentially the same course. Dean Lopos said that would be just one of several problems which will inevitably arise, ones we must deal with as we proceed.

Professor Sridhar asked whether a video-taped course could be used in future semesters when the course is not offered; Dean Lopos answered that that would depend on a specific agreement with the department and the faculty. In reply to Professor Meacham's question about whether an instructor needs to be present in this type of instruction, Dean Lopos said that some changes in terms of contact hours and contractual commitments will no doubt come about, and will need to be worked out.

Michael Stokes, Chair of the Professional Staff Senate, asked about training for anyone interested in offering such courses. Professor Lopos answered that the faculty should be alert to the publications which will be circulated and the workshops offered; in addition, the nodes are hiring people who

specialize in instructional design. Also, the move toward a more modular approach, such as the development of one-credit-hour-courses, provides increased manageability and flexibility.

Professor Welch added that access learning is important in opening opportunities for undeserved, less populated areas, as well as for individuals who are otherwise restricted from obtaining traditional instruction, and lauded Dean Lopos for his efforts in leading the way. Professor Lopos warned that, if we are not careful about the question of access and how we deal with it, we might just exacerbate the differences between the haves and have-nots.

Item 5: Professional Staff Senate Supervisory Initiative

Mr. Stokes reported that the Quality of Work Life Committee had conducted a survey some years ago in order to ascertain feelings and thoughts of the professional staff in a number of areas; he distributed a summary of the results. Ms. Engel explained the structure of the survey, and identified as one of the main problems the perception that supervisors often did not seem to perform their duties well, and needed improvement, particularly in: conflict resolution; project management; accepting criticism; developing leadership, time-management, and delegation skills. Based on the results, the Committee developed a workshop to address these issues.

Another major problem professional staff member's face is the lack of support from their supervisor or unit for their desire to become more involved in various Professional Staff Senate activities. In addition, the high rate of turnover often brings in supervisors who have not much experience, which only exacerbates the normal tensions that usually exist between staff and supervisor. Mr. Stokes expressed the hope that the Professional Staff Senate and the Faculty Senate could collaborate on finding solutions to these problems, probably through a joint *ad hoc* committee.

In reply to a question by Dr. Fisher, Mr. Stokes mentioned that these problems had a cumulatively negative affect on student life as well, since the professional staff rarely are granted the time or opportunity to meet and get to know the students they help serve.

Item 6: Approval of the Agenda for the Faculty Senate Meeting of December 10, 1997

The FSEC approved the agenda for the Faculty Senate meeting of December 10, 1997.

The public session of the meeting was adjourned at 4:00 PM.

Respectfully submitted,

Robert G. Hoeing

Secretary of the Faculty Senate

Present: Chair: Peter A. Nickerson

Secretary: Robert G. Hoeing

Architecture & Planning: Sherri Wallace

Engineering & Applied Sciences: Ramalingam Sridhar

Health-Related Professions: Judith Tamburlin

Information & Library Studies: George D'Elia

Medicine & Biomedical Sciences: Boris Albin, Ronald Batt, Cedric Smith

Natural Sciences & Mathematics: James Faran

Pharmacy: Nathan

Social Sciences: Jack Meacham, Simon Singer

SUNY Senators: John Fisher, Maureen Jameson, Dennis Malone, Claude Welch

University Libraries: Marilyn Kramer

Guests: Thomas Headrick, Provost

Kenneth Levy, Senior Vice-Provost

Ronald Stein, Vice-President for Advancement and Development

George Lopos, Dean of Millard Fillmore College

Faculty Tenure and Privileges Committee:

Margaret Acara, Chair

Professional Staff Senate:

Michael Stokes, Chair

Susan Pearles, Social Sciences IDP

Patricia Engel, Geography

Brendan Keene (*Student Association*)

Sue Wuetcher (*The Reporter*)

Excused: Management: Ramaswamy Ramesh

Absent: Arts & Letters: Martha Hyde

Dental Medicine: Robert Baier

Graduate School of Education: Thomas Schroeder

Medicine & Biomedical Sciences: Herbert Schuel

Natural Sciences & Mathematics: Melvyn Churchill

Nursing: Powhatan Wooldridge