

FACULTY SENATE EXECUTIVE COMMITTEE

Minutes of April 4, 2001 - (approved)
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The Faculty Senate Executive Committee met at 2:00 PM on April 4, 2001 in Capen 567 to consider the following agenda:

1. [Approval of the minutes of March 21, 2001](#)
2. [Report of the Chair](#)
3. [Report of the President/Provost](#)
4. [General Education - Where does UB stand? - Associate Dean Peter Gold](#)
5. [Update on the Faculty Senate Information and Library Resources Committee - Professor Nickerson, Interim Chair](#)
6. [PACGE Resolutions](#)
7. Old/new business

Item 1: Approval of the minutes of March 21, 2001

The minutes of March 21, 2001 were approved.

Item 2: Report of the Chair

The Chair asked for comments on the tentative 2001/2002 Faculty Senate meeting schedule. There was a motion (seconded) to adopt the schedule. The motion passed unanimously.

Item 3: Report of the President/Provost

The Provost attended an informational session in Albany sponsored by the New York Business Council on the various bills connecting research to economic development. The Governor, the Senate and the Assembly all agree that SUNY universities can produce an

economic impact but each have their own plan. The meeting allowed representatives of the universities to comment on the strengths and weaknesses of the various plans. UB, Hauptmann-Woodward and Roswell Park as partners would get \$30M in the Senate version; the Assembly version designates \$71.5M for the Center for Bioinformatics and also contains provisions for a number of other institutions; the Governor has a total pool of \$283M to be shared by an undetermined number of institutions. UB argued that the money should be focused on a few designated centers rather than widely disbursed and should not be subject to a state peer review process. The Provost does not expect a single plan to emerge quickly from negotiations among the Governor, the Senate and the Assembly.

The Provost and the Deans have been meeting about next year's budget. She has also been talking with the Budget Priorities Committee. Next year's budget will be governed by the same principles as this year's budget. We are assuming some enrollment growth and will plan budgets based on the tuition generated by increased enrollments.

There will be a department chairs retreat on April 6. The Provost plans to schedule chairs meetings each semester.

On a personal note, the Provost opined that Buffalo's mud is worse than its snow. Her dogs have been tracking great quantities of mud into the house now that the snow is gone.

There were questions for the Provost:

- are there plans for a track or a degree in bioinformatics in the School of Informatics? (Professor Booth)
- there will be many bioinformatics tracks; for example, Vice Provost Pitman is working on a grant application to the Sloan Foundation which would fund a track in the College of Arts & Sciences, Canisius College has just received approval for a degree in bioinformatics; we have the faculty and the computing power to build strong programs (Provost Capaldi)

President Greiner updated the FSEC on UB's clinically based medical programs. Given the current over-capacity in Western New York hospitals, the situation is dicey. We have already lost our Otolaryngology residency program, and

there are concerns about the future of even the core residency programs like surgery and medicine. Without a high quality medical program, UB as an institution would be much diminished.

UB cannot take a leadership role in solving the problem. Solutions will require political leadership and a broader vision on the parts of the boards of the various hospitals. But the hospitals are focusing on managing day-to-day problems and are not doing long range planning. As a consequence, the Medical School is sometimes forced into making decisions about residency programs with lead in times as short as six months. The Medical School has begun planning for some residency programs to move outside the hospital setting to mirror the current realities of practice, but that further stresses the hospitals which count on the funding the residency programs bring.

Within the Medical School itself, planning for the practice plans has been going well. We have been successful in recruiting for new faculty, especially on the basic science side. The Bioinformatics Center will involve both clinical and science faculty.

Item 4: General Education - Where does UB Stand?

The Associate Dean for General Education in the College of Arts & Sciences, Peter Gold, reported on the implementation of the SUNY Board of Trustees' General Education Curriculum:

- the requirements of the Curriculum make it more difficult for students to transfer from two year institutions to four year institutions, causing recruitment problems for both the two and four year institutions
- there are common problems across SUNY in meeting the Curriculum's requirements, e.g. languages are not taught at the two year institutions and have not been required for graduation from the four year schools, faculty for American history, Western civilization, and writing are in short supply causing a "capacity" problem
- UB has been increasing its capacity in American history, American pluralism, the sciences and math so all our students can meet the requirements in a timely fashion
- Provost's Advisory Council on General Education (PACGE) has been approving individual courses, but the Provost's Office has not yet completed either the promised database of approved courses or developed a "SUNY transcript" to facilitate student transfers within SUNY; two SUNY groups are meeting to work on these problems: the SUNY Registrars and a traveling group dealing with transfer students

- at a SUNY wide meeting of implementors of the Curriculum Provost Salins said there would be no retreat from the Curriculum's ten learning outcomes, but did indicate that inability to graduate a student in four years would be grounds for a waiver
- Provost Salins sees problems with the formulation of some of the ten learning outcomes, and those will be reviewed; for example, the math requirement is a high school level requirement, and the four year institutions which all begin their math courses at a level above the Curriculum requirement do not have lower level courses to fulfill the current learning outcome
- Provost Salins says Phase 1 of the implementation, assuring there are approved courses to satisfy the Curriculum requirement at all the campuses, is almost finished; he is, therefore, considering returning course approval to individual campuses as early as this coming Fall; this would amount to declaring a victory and leaving the field
- Provost Salins promises that SUNY will solve the transfer problems and will revisit the issue of how the two year institutions handle Curriculum requirements
- SUNY will prepare a rationale for its General Education Curriculum and will also identify best practices; the SUNY institutions in Western New York are already doing this
- procedures for holding campuses accountable remains unsettled; some see this as a question of assessment, others as a matter of accreditation; a group focusing on assessment will be meeting in June; the Legislature removed money targeted for assessment from SUNY's budget; Provost Salins urged institutions to lobby their individual legislators

There were comments from the floor:

- is UB having trouble getting approval for our American pluralism courses? (Professor Adams-Volpe)
- have approval on all the critical and dangerous ones; SUNY is not much interested in the arts, the humanities and the sciences; the real action is around American history (Professor Gold)
- do we need to prepare pluralism courses that look like narrative American history courses? (Professor Booth)
- looking into meeting the narrative history learning outcome by developing an on-line American history module; Provost Salins favors meeting the capacity problem with on-line learning; the SUNY Learning Network has courses available, and Provost Salins has offered to leave the FTE on campuses that use those programs (Professor Gold)

Item 5 PACGE Resolutions

The Chair asked that comments following Professor Gold's report be broadened to include the PACGE Resolutions. The first resolution calls upon Provost Salins to "adjust the membership of the Provost's Advisory Council on General Education in such a way that full-time teaching faculty constitute a majority of the body, and that a member of the full-time teaching faculty be a co-chair of the body. The second resolution urges Provost Salins to implement the Board of Trustees' General Education Policy that places the responsibility of establishing specific course requirements and content of a general education curriculum on faculty.

- if the Provost is planning to return course approval to the campuses, the PACGE Resolutions would be fanning a dying fire (Professor Adams-Volpe)
- the Trustees handed Provost Salins a legal, albeit intrusive and non-traditional, mandate which he was required to implement; he turned to SUNY faculty and administrators for help and the 30 hour requirement of specific courses was changed into ten learning outcomes which could be met by a variety of courses; working with institutional provosts, deans, other administrators and faculty he crafted a process for establishing a presence of the Curriculum on the campuses which has been successful in all but two SUNY institutions; although this process has been invasive in regard to our traditions of campus autonomy, it has had very little impact on our practices; allocation of resources, however, will be heavily impacted in some institutions, e.g., those which have not required languages; Provost Salins is ready to declare the process complete; would be very bad strategy to stoke political fires now; suggest a positively worded resolution that looks to the future (Vice Provost Grant)
- don't understand the SUNY Senate's passion for a resolution; faculty will teach what they please, regardless of the Curriculum, so there will be very little real impact (Professor Malone)
- as to the first resolution, does Provost Salins oppose making faculty a majority on PACGE? (President Greiner)
- don't know; he has seemed responsive to requests to add faculty in the past (Professor Adams-Volpe)
- is the Provost's Office attempting to determine the content of courses? (President Greiner)
- PACGE makes recommendations, including recommendations on specific course content, to Provost Salins who either accepts or rejects them (Vice Provost Grant)
- the Resolutions focus on Provost Salins and his Office as if they are the problem; am not persuaded that is the case; consider rewriting the Resolutions in a way that recognizes the Provost's good faith efforts and the possibility that he is receiving directives which he is obliged to carry out (President Greiner)

- Provost's Office is caught between the Board of Trustees and the faculty; the Office identifies with the faculty, but in a direct confrontation must side with the Trustees; since there are no resolutions currently on the floor we neither have to adopt nor reject them (Professor Boot)
- is possible that the Trustees would also like to see this issue at rest; they have retreated from some of their initial positions (President Greiner)
- pressure has come from some, but not all, the Trustees. and those dynamics have changed in the last year; Resolutions will be discussed at the April meeting of the SUNY Faculty Senate

The Chair asked that the Resolutions be moved. Lacking a mover, the Resolutions died. The Chair asked for volunteers to rewrite the Resolutions in a more positive tone.

- am not sure how many full-time faculty are on PACGE, but the administrators who serve on the Council are also committed to traditional academic values; all member of PACGE share the goal of implementing the Curriculum while doing the least possible damage (Vice Provost Grant)
- Provost Salins has very clearly signaled his intent to return control over courses to the campuses at the earliest possible moment (Professor Gold)
- some campuses are experiencing real harm from the Curriculum; Brockport, for example, has had to almost shut down Chemistry and Physics in order to meet the American history requirement (Professor Malone)

Item 6: Update on the Faculty Senate Information and Library Resources Committee

While Professor Vardi, Chair of the Information and Library Resources Committee, is on sabbatical, Professor Nickerson has been convening the Committee. The Committee recently heard a report from Associate Vice President von Wahlde about the reporting structure of the Libraries. The Libraries report directly to Chief Information Officer Innus, who in turn reports jointly to the Provost and to the Senior Vice President for University Services. This joint reporting structure gives the Libraries access to the academic side which it lacked before.

Associate Director of Libraries Roberts described the Libraries' need for space:

- when the North Campus libraries were built in 1977/1978, it was anticipated that they contained enough space for ten years' growth; nearly twenty-five years later all the libraries are full to overflowing and continue to receive about two additional linear miles of material each year.

- the most effective solution to the space problem is to acquire a remote storage facility to house low use research material; access to materials in storage could be provided by fax or by physically retrieving material for a user
- Bethune Hall was earmarked as the storage site, but when it proved too expensive to renovate Bethune Hall, the University promised to find alternate space; the University is now considering leasing rather than building library storage space, e.g.. the old Wegmans on Alberta Drive
- the storage facility would serve all the Western New York SUNY institutions, not just UB; the implementation of a SUNY-wide information system will facilitate such a shared venture.
- placing 1/3 of the book collection in storage would not free up massive amounts of space; nonetheless, the Libraries are beginning to think about how to use the freed up space, especially as more resources become digital; will continue to provide bibliographic instruction and quiet study space, but the extra space could also be used for classrooms with computers for the students and the instructor, etc.
- considering using the first and ground floors of Capen to house various student services; a committee chaired by Ann Newman is looking into the feasibility of such use

There were comments from the floor:

- what plans are there for consulting faculty engaged in undergraduate education about using Undergraduate Library space for student services? (Professor Swartz)
- reference and instruction service would be maintained in the Undergraduate Library; the book collection would be moved to Lockwood Library or the Science and Engineering Library; don't know what consultation is planned (Associate Director Roberts)
- can some material be discarded rather than stored? (Professor Fournier)
- will store only one copy of a title and all other copies will be discarded; there would be consultation with faculty about what constitutes a usage rate sufficient to store rather than discard material (Associate Director Roberts)
- older journals that are available on-line would be candidates for storage; not yet appropriate to discard them since we don't know how the economics of and the assurance of long term access to digital materials will develop (Professor Adams-Volpe)
- some disciplines now prefer digital access rather than paper copies (Associate Director Roberts)
- are we sure we want to keep everything we've got or would it be better to discard unused material? (Professor Malone)

- not all material would go into storage, some would be discarded; some redundancy is good as the librarians at Alexandria would have attested (Professor Kramer)
- will select material for storage carefully; the cost of retrieval will make it important to only store infrequently used mater (Associate Director Roberts)
- am concerned that the administration has a penchant for giving away library space as if it grew on trees; library space has to be built to bear 100 pounds/sq. ft. while office space is built to bear 40 pounds/sq. ft.; can't change office space into library space, and it may be that converting library space into office space will be prohibitively expensive; in the humanities reasonable access to older material is essential for decent research (Professor Baumer)
- have lost some outstanding librarians in the past several year; will you be replacing them? (Professor Ellison)
- beginning to do so; looking for new people with new skills such as computer expertise, familiarity with commercial models of information delivery and "just in time" collection development (Associate Director Roberts)
- with new material being added at a rate of two linear miles yearly, whatever free space the Libraries gain from storage will be used up in several years; unfortunate that the Provost has made Capen library space the quid pro quo for storage space, especially since the Capen space, the Undergraduate Library, is devoted to giving meaningful and direct service to undergraduates (Professor Kramer)
- the Capen library space looks like cheap space, but may prove too costly to rehab; however, Capen space has "spinality" and is very desirable (Associate Director Roberts)
- Capen library space has spinality by design because we thought that was the way a university ought to be designed; still important that students learn to use the printed page (Professor Baumer)
- don't want to see this campus become a book free zone where it is safe for undergraduates to not use their minds; where will the undergraduate books be housed? (Professor Bono)
- non-redundant books would be moved to Lockwood Library or the Science and Engineering Library (Associate Director Roberts)

Professor Baumer moved (seconded) the following: the Faculty Senate Executive Committee goes on record as opposing the use of Capen library space for any other purpose.

- agree with the sentiment, but we should suggest alternate space that could be used for student services (Professor Malone)

- speaking tongue in cheek, suggest that if we can't make a strong argument for a student services building, we could do so for a new administration building (Professor Fournier)
- need to make a strong statement about the role of books in university life; adding ill-considered suggestions about alternate space would weaken the resolution; this is analogous to the degeneration of the North Campus book store (Professor Noble)
- this is déjà vu; ten years ago there was an unsuccessful attempt to take Undergraduate Library space; it's time to go to the barricades (Professor Boot)
- with the new housing on campus, there is a growing need for quiet study space; some of us who favor integration of other services into the Undergraduate Library would be happier if there were an overall plan for developing learning communities (Professor Adams-Volpe)

The resolution passed with one dissent.

The Budget Priorities Committee and the Information and Library Resources Committee formed a joint Library Budget Subcommittee. Professor Hamlen, Chair of the Budget Priorities Committee, reported that the Subcommittee has met once. The Subcommittee will focus on how budget issues have impacted library services. The Subcommittee aims to have a preliminary report and recommendations by the end of April but could consider specific issues in more detail in the Fall. The Subcommittee has not resolved whether to do an overview or to pick one or two areas for in depth evaluation.

Associate Director Roberts is collecting data for the Subcommittee: an historical summary of budget allocations and detail on expenditures by material type, recent articles on changes and current issues, a description of areas of budget responsibility and procedures by which resources are allocated, the procedures for obtaining faculty and student input into resource allocation, and bench marking of the Libraries performance against peer libraries.

- use any large, non-land grant institution that has a medical school and a law school as a peer for bench marking (Professor Fournier)
- look at how the Libraries have been and are being used (Professor Adams-Volpe)
- look at the relationship between grants and library resources (Professor Booth)
- look at how students study; for example, are there carrels for student use (Dr. Durand)

The Association of Research Libraries has comparative data for libraries, but that data is mostly about size, not services. The Subcommittee will need to investigate what performance measures are being used currently.

The Subcommittee's recommendations will cover how faculty can be more involved in the Libraries decision making, how to improve services, and how to measure performance.

- quality of life survey done some years ago ranked the Libraries the highest of all components of the University (Professor Nickerson)
- measuring ourselves against peers is not a useful exercise; just look at what is best for UB (Professor Boot)
- that goes against SUNY's emphasis on performance funding (Professor Hamlen)
- Professor Peterson mentioned that the Provost had given the Libraries \$500K for materials acquisition (Professor Nickerson)
- for many years the state budget had a line item that was added to the Libraries' base acquisitions budget to offset inflation; then the state began giving the University general inflationary money; last year the Provost gave us \$500K in one time money to maintain the status quo, but to maintain the same buying power for this year, the Libraries will have to request \$1M; this is an unsustainable situation which is a more pressing problem than space since without a base budget that includes inflation we won't be buying material to put in the space (Associate Director Roberts)
- new faculty are invited to the Libraries to see the collections and to describe their research needs (Professor Nickerson)
- the University guarantees lab space, graduate assistants, etc., but does not fund library acquisitions to support new faculty research; so although the Libraries ask what new faculty library need, they don't have funds to meet those requests (Associate Director Roberts)
- do you send our requests for new journals? (Professor Cohen)
- also need funding for new and growing programs, e.g. the Provost wants to double the size of the School of Engineering, which means we need to spend more on materials to support the expansion (Professor Booth)
- don't send out requests for new titles so much as we ask what titles can be canceled (Professor Kramer)
- who is consulted about cancellations (Professor Sridhar)
- standard routine is that lists are sent to departments asking what titles can be cut (Associate Director Roberts)
- some titles cross departments; consult all interested departments and faculty (Professor Sridhar)
- departmental procedures vary in how titles are selected for cancellation (Professor Booth)

There being no old/new business, the meeting adjourned at 4:10 PM.

Respectfully submitted,

Marilyn McMann Kramer

Secretary of the Faculty Senate

Present:

Chair: P. Nickerson

Secretary: M. Kramer

Parliamentarian: D. Malone

Arts & Sciences: W. Baumer, J. Bono, C. Fourtner

Dental Medicine: M. Easley

Engineering & Applied Sciences: R. Sridhar

Graduate School of Education: L. Malave

Health Related Professions: G. Farkas

School of Informatics: J. Ellison

Law: L. Swartz

Management: J. Boot

Medicine & Biomedical Sciences: B. Noble, A. El Solh

Nursing: E. Perese

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

University Libraries: A. Booth

University Officers: W. Greiner, President
E. Capaldi, Provost

Guests:

P. Urban, *The Spectrum*

J. Lewandowski, *Reporter*

P. Gold, Associate Dean for Undergraduate Education, College of Arts & Sciences

S. Hamlen, Chair, Budget Priorities Committee

S. Roberts, Associate Director of Libraries

K. Grant, Vice Provost for Academic Affairs/Dean of the Graduate School

W. Coles, Chair, Professional Staff Senate

K. Levy, Senior Vice Provost

Absent:

Architecture: R. Shibley

Arts & Sciences: M. Jardine

Medicine & Biomedical Sciences: C. Pruet, S. Spurgeon

Pharmacy: R. Madejski