



**University at Buffalo**  
*The State University of New York*

**FACULTY SENATE**

**November 18, 2014**

**CHAIR:**

Ezra B. W. Zubrow

**SECRETARY:**

Cynthia Tysick

**ARCHITECTURE & PLANNING:**

Jordan Geiger

**ARTS & SCIENCES:**

Alex Anas (excused)  
Joe Buscaglia (absent)  
Melvyn Churchill (excused)  
Michael Cowen  
Kenneth Dauber  
Stephen Dyson (absent)  
Walter Hakala  
James Holstun (excused)  
Jacob Kathman (absent)  
Charlotte Lindqvist (absent)  
Sara Metcalf  
Peter Morgan (absent)  
Alyssa Mt. Pleasant (absent)  
Harvey Palmer (excused)  
Katja Praznik (excused)  
Adam Sikora  
Kristin Stapleton  
Jean-Jacques Thomas (alternate-David  
Cadillo here)  
Camillo Trumper  
Marion Werner

Paul Zarembka

**DENTAL MEDICINE:**

Michael Hatton (excused)  
Ray Miller (absent)  
Sawsun Tabba (absent)  
Mine Tezal

**ENGINEERING & APPLIED  
SCIENCES:**

Paschalis Alexandridis (excused)  
Christine Human  
Igor Jankovic  
James Jensen  
Joseph Mollendorf  
Adel Sadek (absent)  
Sabanayagam Thevanayagam (absent)  
Robert Wetherhold

**GRADUATE SCHOOL OF  
EDUCATION:**

Maureen Boyd (absent)  
Anne Perroult (absent)  
Lorna Peterson (absent)  
Sarah Robert (absent)  
Lynne Yang (absent)

**SCHOOL OF PUBLIC HEALTH &  
HEALTH PROFESSIONS:**

Peter Horvath  
Heather Kearns (absent)

Jim Lenker  
Sue Nochajski (excused)

**LAW:**

Christine Bartholomew (absent)  
Martha McCluskey

**MANAGEMENT:**

Veljiko Fotak  
Jun Ru (absent)  
Larry Sanders

**MEDICINE & BIOMEDICAL SCIENCES:**

Daniel Amsterdam (absent)  
Jeffrey Anker (absent)  
Matthew Barth (absent)  
Kathryn Bass (absent)  
Peter Bradford (absent)  
Michael Chaskes (absent)  
George Chen (absent)  
Peter Elkin (absent)  
Edward Fine (excused)  
Lorna Fitzpatrick (absent)  
John Gibbs (absent)  
Richard Gronostajski (excused)  
Hoon Jung (absent)  
Vijay Iyer (absent)  
Dennis Nadler (absent)  
Chukwumere Nwogu (excused)  
Garbriela Popescu  
Laurie Sadler (absent)  
David Shucard (excused)  
George Simpson (absent)  
Satpal Singh (excused)  
Scott Stewart  
Daniel Swartz (absent)  
Susan Udin (excused)  
Charles Wiles (absent)  
Taechin Yu (absent)

**NURSING:**

Grace Dean  
Donna Fabry (excused)

**PHARMACY:**

Alice Ceacareanu  
Fred Doloresco (excused)

**SOCIAL WORK:**

Robert Keefe (excused)  
Kathleen Kost

**SUNY SENATORS:**

Henry Durand  
Adly Fam (excused)  
Kathleen Kielar (excused)  
Rober Van Wicklin (absent)

**UNIVERSITY LIBRARIES:**

Glendora Johnson-Cooper  
Ophelia Morey  
Margie Wells (excused)

**PARLIAMENTARIAN:**

None

**GUESTS:**

Elaine Cusker, Academic Affairs  
Krista Hanypsiak, Honors College  
John Wood, International Education  
Gail Willsky, Biochemistry  
David Hill, Reporter  
Diane Christian, English  
Dagobert Soergel, Library and Information Science  
Andy Stott, English  
Peter Biehl, Anthropology  
Claire Schen, History

Meeting began at 3:04pm

1. Ezra opening remarks
  - The purpose of this meeting is to bring amendments to Peter Horvath's 11/4/14 resolution on a new Undergraduate General Education Program.
  - Robert's Rule requires a party to read the amendment since James Holstun is not here to read his amendment Ezra asked for a volunteer. Martha McCluskey volunteered.
  - Ken Dauber asked if we had a quorum to vote up or down on the amendments.
  - Ezra advised the body that we did not so we would only hear the amendments and they would be voted on at the December 2<sup>nd</sup> meeting.
2. Henry Durand reads his amendment: 2<sup>nd</sup> by Kenneth Dauber

WHEREAS, The vast majority of UB undergraduates tend to stay, live and work in the State of New York; and

WHEREAS, The University at Buffalo as the flagship public institution in New York State must prepare its graduates with the cultural competencies necessary to live, work and recreate with domestically diverse groups that characterize New York State and increasingly the U.S. as a whole; and

WHEREAS, We currently live in a nation where the largest states either already are, or will soon become "Majority minority" states, and by 2050 projections are that the country as a whole will be majority minority; and

WHEREAS, Cultural competence with regard to domestic diversity (including race, class, gender, indigenous people, sexual orientation, disability) is a core competency that every UB student should be able to demonstrate; therefore be it

**RESOLVED** That among the courses students complete, there shall be at least one course in domestic diversity, designed to ensure that UB graduates are able to demonstrate some measure of "cultural competency" within the diverse communities of the U.S. and particularly New York State; and, be it further

**RESOLVED** That students may select from courses so designated that have been approved by a committee of faculty, and noted as such in the course catalog.

### Replaced Resolutions

~~**RESOLVED** That all UB undergraduates must take a required course from a list of "approved courses" focused on domestic diversity issues, designed to develop domestic multicultural competency and sufficient to ensure that UB graduates are able to demonstrate some measure of "cultural competency" within the diverse communities of the U.S. and particularly New York State; and, be it further~~

~~**RESOLVED** that such courses would have to be reviewed by a faculty committee for content and diversity learning outcomes before they could be listed as “approved” courses, satisfying the domestic multicultural competency requirement.~~

- Robert Wetherhold asked if this was an amendment *in place* of Global Diversity to which Dr. Durand replied *no* it was in addition to.
  - Dr. Wetherhold countered that it would move the track up from 21 credits to 24 credits, which he had a problem with and asked why doesn't Global Diversity address Dr. Durand's concerns.
  - Dr. Durand replied that there is a big difference between domestic and global diversity and 85-90% of UB graduates will live and work in the U.S. after graduation. Dr. Durand so no problem with a course in the Clusters taking care of this requirement.
  - Peter Horvath accepted this as a friendly amendment.
  - Jordan Geiger was in support of the amendment but wanted a refinement of the wording to move away from “competency”.
  - Dr. Durand countered that competency is a skill referred to in writing and math and should be the same here. A course is an introduction to domestic diversity. FI they have no exposure to domestic diversity they will not develop the competency.
  - Terri Miller supported the amendment as it would help integrate domestic diversity learning across the curriculum and had the potential be become a learning outcome in a broad array of courses. This amendment makes this cultural competency more explicit. She noted that other AAUs are doing the same type of diversity learning.
  - Martha McCluskey was concerned about the bigger context, a specific requirement for domestic diversity coverage within a course. She noted that there is competition for courses and that some faculty are being pressured to downplay diversity coverage in a course because it makes students feel uncomfortable and as a result they will shy away from taking the course.
  - Jim Jensen questioned why not just add a learning outcome for domestic diversity within the global cluster.
  - Dr. Durand replied that a learning outcome is a goal but the other part is that we have to help students shape the lens through which they look at these courses. Through the content students' skills in this area are developed.
  - Joseph Mollendorf asked if we really want to specify at the learning outcome level and the course level? There would be a course and learning outcome for everything.
  - Dr. Durand said that when we want students to develop a competency we specify a learning outcome or a course, which is what he has called for with his amendment. If we don't give them a background in domestic diversity we will be doing them a disservice.
3. Kenneth Dauber reads his amendment: 2<sup>nd</sup> by Walter Hakala

In order to insure that students receive as wide as possible an experience with the various domains of knowledge, the proposed “Thematic Integrative Cluster” shall be replaced with a “Breadth of Knowledge Cluster,” as follows:

Students are required to complete three courses of at least 3 credits each, selected for their breadth in exposing a student to a field, one course from each of three of the following: Art History, Music, Literature, Social Sciences.

This is to replace the following, from the current proposal: “Thematic Integrative Cluster: Students are required to complete three courses of at least 3 credits each within one institutional theme of Health, Humanity, Justice, Innovation and Environment.”

- Dr. Dauber proceeded to give examples whereby an undergraduate within the new Gen Ed proposal would never take a course outside his/her major that covered the humanities unless it dealt with their discipline, then contrasting that with his proposed amendment whereby the same student would have the opportunity to learn about literature, arts and psychology.
- Peter Horvath commented that the scenario could never happen because UB is still required to follow the SUNY GER that require 7 out of 10 areas be covered in an Undergraduate General Education program so this student would still get some of the humanities and social sciences.
- Dr. Dauber countered that if you look the map the outcomes are very loose. You could take a geology course and get the humanities “checked off” so his fear is that currently good General Education courses would be pushed out.
- Andy Stott replied that we have the same concerns but SUNY GER assures disciplinary coverage. A student can’t take random courses in his/her major. A science major can’t take all science courses because of the SUNY GER. Under the new proposed program the science student could only use a science course to cover the Scientific Literacy requirement. To accept Dr. Dauber’s amendment would be to create big survey courses like we currently have with World Civilizations and which we are trying to avoid.
- Dr. Dauber countered that Art History would *love* for their courses to be counted towards General Education requirements. He is concerned that having to meet SUNY GER and map the new program is very arbitrary. If you write the course the right way it will count towards SUNY GER. Students will have a narrow view of their discipline rather than a broader view. It doesn’t invite disciplinary exploration.
- Elaine Cusker reminded the audience that UB doesn’t get to choose if a course meets SUNY GER minimums, SUNY approves each course so it won’t be a loose, random selection as suggested.
- Michael Cowen pointed out that the new Undergraduate General Education proposal is not a checklist but an integrated model and the problem is that the SUNY GER *is* a checklist; therefore, the proposal should reflect that and be all one program that clearly incorporates the SUNY GER and UB General Education.

- Krista Hanypsiak, Chair of the new Undergraduate General Education subcommittee on Thematic Clusters, believes we will have more meaningful conversations with students about their General Education requirements by allowing them to look across the disciplines to choose courses that interest them.
4. Martha McCluskey reads James Hostun's amendment. 2<sup>nd</sup> by Kenneth Dauber

Gen. Ed. should be staffed with faculty whose job status and security reflect the importance of this curriculum to the University. The longstanding policy of the American Association of University Professors (AAUP), endorsed by dozens of leading national higher education and scholarly organizations, identifies tenure as the foundation of academic excellence, academic freedom, and shared governance. Relying on contingent employment for new programming violates this fundamental principle. The current Gen Ed plan to hire "44 new non-tenure-track faculty" compared to only 9 new ladder faculty therefore is replaced with the following requirement: "All growth in faculty to staff the Gen. Ed. curriculum should consist of tenure-track positions."

- Dr. McCluskey followed up by asking how the number of non-tenure came up.
- Peter Horvath replied that there was always a desire to have ladder and tenured faculty teach these (Freshman Seminars) courses but the economics and size of the courses was the main driver.
- Unidentified respondent noted that AAUP and UUP do support tenure track and allows for part time faculty to grow into the position. Clinical positions are being used for cost saving purposes.
- Dr. McCluskey see this as a step in the right direction but let's uphold the standards and hire full-time ladder faculty. She referred to a document she cited in a recent listserv email.
- Andy Stott agreed that tenured faculty should teach these courses but given the economic parameters this is not possible. What this does do is allows UB to move current adjuncts into more stable clinical lines. We shouldn't vote the new Undergraduate General Education proposal down if are going in the right direction but just can't fiscally go the whole way. If we don't vote yes we will continue to exploit adjuncts and TAs.
- Peter Biehl commented that \$7 million would be needed to hire tenure track rather than clinical faculty at a 2:2 rather than 3:3 or 4:4 course load.
- Robert Wetherhold felt that getting quality teachers in front of students was most important and pointed out that we have excellent adjunct instructors and horrible tenured instructors. Giving job status and security to these adjuncts in the form of a term contract longer than 1 year was a good thing.
- Joseph Mollendorf agreed that having ladder faculty in a classroom didn't mean a better education for students. He questioned that assumption that ladder equaled better.
- Bruce Pittman pointed out that hiring clinical, full-time multi-year contract faculty who teach twice the average ladder faculty load could free up ladder faculty from teaching upper level courses and allow them to teach the Undergraduate General Education courses like the Freshman Seminars.

- Dr. McCluskey reminded the audience of the AAUP position and stated that it is not a cost benefit issue. It is important to invest in ladder faculty and suggested we create positions that have less research obligations and more teaching obligations. The principle of tenure is job security and multi-year contracts don't have security.
5. Michel Cowen reads his amendment. 2<sup>nd</sup> by Peter Horvath

4. Math and Quantitative Reasoning [Proposed amendment, version 11/17/2014]

[additions are in bold, there are no deletions]

The proposed Mathematics and Quantitative Reasoning requirement provides a basis for students to develop skills in **mathematical and** quantitative thinking that are necessary to function in modern society. This requirement assumes three full years of college preparatory mathematics, including problem solving skills, as the basis for exploring data and its use in the media, business, and daily life. Example topics might include the challenges of 'Big Data' and data science, **the mathematics of voting, cryptography**, or issues drawn from current affairs, targeting questions such as: financing bank loans, credit card debt and personal finance; risk in environmental or health issues; and claims in advertisements.

This course is required of every student unless able to demonstrate that they meet its learning outcomes elsewhere in their curriculum, subject to approval by the Office of General Education.

Note: 'Mathematics' is a mandatory subject in the SUNY-GER.

#### Aims and Objectives

Math and Quantitative Reasoning aims to:

- Develop **the mathematical and** quantitative reasoning skills required by students to navigate their college years and prepare them to be twenty-first century citizens.

#### Learning Outcomes

Having completed the Math and Quantitative Reasoning course, students will be able to:

- Analyze data and apply empirical **or theoretical** methods to guide decision-making.
- Interpret mathematical models such as formulas, graphs, and tables, and draw inferences from them.

- Choose appropriate models for a given problem, using information from observed **or deduced** data
- Employ quantitative methods, mathematical modeling and/or statistics to develop well-reasoned arguments to identify and solve real world problems beyond the level of basic algebra, while also learning to recognize the limitations of mathematics and statistics.
- Distinguish between causal and correlational evidence, as well as recognize when the available evidence is too weak to decide a matter.
- Recognize common mistakes in empirical **and deductive** reasoning and quantitative problem solving.
- Choose appropriate models for a given problem, using information from observed data and/or knowledge of the system being studied.

#### 4. Math and Quantitative Reasoning [Original version 6/2/2014]

The proposed Mathematics and Quantitative Reasoning requirement provides a basis for students to develop skills in quantitative thinking that are necessary to function in modern society. This requirement assumes three full years of college preparatory mathematics, including problem solving skills, as the basis for exploring data and its use in the media, business, and daily life. Example topics might include the challenges of ‘Big Data’ and data science, or issues drawn from current affairs, targeting questions such as: financing bank loans, credit card debt and personal finance; risk in environmental or health issues; and claims in advertisements.

This course is required of every student unless able to demonstrate that they meet its learning outcomes elsewhere in their curriculum, subject to approval by the Office of General Education.

Note: ‘Mathematics’ is a mandatory subject in the SUNY-GER.

#### Aims and Objectives

Math and Quantitative Reasoning aims to:

- Develop the quantitative reasoning skills required by students to navigate their college years and prepare them to be twenty-first century citizens.

#### Learning Outcomes

Having completed the Math and Quantitative Reasoning course, students will be able to:



- Analyze data and apply empirical methods to guide decision-making.
  - Interpret mathematical models such as formulas, graphs, and tables, and draw inferences from them.
  - Choose appropriate models for a given problem, using information from observed data.
  - Employ quantitative methods, mathematical modeling and/or statistics to develop well-reasoned arguments to identify and solve real world problems beyond the level of basic algebra, while also learning to recognize the limitations of mathematics and statistics.
  - Distinguish between causal and correlational evidence, as well as recognize when the available evidence is too weak to decide a matter.
  - Recognize common mistakes in empirical reasoning and quantitative problem solving.
  - Choose appropriate models for a given problem, using information from observed data and/or knowledge of the system being studied.
- Gail Willsky, Chair of the new Undergraduate General Education proposal Quantitative Reasoning subcommittee, see this as a friendly amendment and noted that adding in mathematics was an oversight on her committee's part.
6. Adam Sikora reads his amendment. 2<sup>nd</sup> by Michael Cowen
- (1) The requirement of students enrolling in Freshman or Transfer Seminars be eliminated from the proposed General Education plan.
- (2) The Faculty Senate requests that the Provost divert funds promised for running these seminars to across-the-board faculty hires and other instructional needs of academic departments, as decided by those departments in coordination with their respective deans.
- Robert Wetherhold says that [freshman seminars] try to give the university experience to new freshman but if a department chose not to offer such a course so be it. It might be a good thing to take a seminar outside your discipline.
  - Michael Cowen counters that departments will feel compelled to offer courses and this will divert attention from courses in the majors. We don't have enough faculty in some departments to teach these additional courses. We will be hard pressed to find clinical faculty with the proper credentials to teach upper division courses so that departmental faculty can teach these seminars as Dr. Pittman has suggested.
  - Clair Schen, Chair of the new Undergraduate General Education Freshman Seminar subcommittee, pointed out that financially the \$1.7 million per year allocated for the Freshman Seminars, if redistributed back to the 100 departments,

would equate to a \$17,000 per year bonus to the departments which is not enough to hire new, ladder track departmental faculty. However, she noted that there are College of Arts and Sciences departments that are very interested in teaching these Freshman Seminars relieving the load of those departments that can't due to limited ladder faculty. The Freshman Seminar is a high impact practice, research has shown that students who take such courses get tangible benefits like retention and quicker graduation. This type of course is a universalizing experience for ALL students; but, are most beneficial to minority and first generation college students. She also pointed out that students are paying more in tuition and should get something back, this type of course does that.

- James Lenkin countered that there are staffing pressures to teach what we already have and the Freshman Seminar proposes a hardship. Not all units will be equally impacted. He did feel that his personal experience as an undergraduate taking a similar course was very positive.
  - James Jensen felt that this amendment doesn't address the value of small group interaction but only of the cost. He didn't feel the amendment is justified from a resources point.
  - Dr. Sikora agrees that the Freshman Seminar is a good idea but should not be a mandate. Basic courses require less interaction with ladder faculty so we should be free as a department to decided where to hire new faculty and what they should teach.
  - Paul Zarembka noted that Economics has a similar staffing issue as the Math department. Hiring non-tenure versus tenure track faculty is not a \$7 million but believes it is about half that amount and feels that this is an exaggeration.
  - Ezra referred Dr. Zarembka to Peter Biehl who chaired the new Undergraduate General Education Resources subcommittee for fiscal clarification.
7. Ezra thanked everyone for coming and for the civil tone of the exchanges and suggested those who made amendments consider rewording them based on feedback during today's meeting.

Meeting adjourned at 4:30p

Respectfully submitted 11/24/2014 by Cynthia Tysick, Secretary.