

FACULTY SENATE

Minutes of November 12, 1997 - (approved)

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The Faculty Senate met at 2:00 PM on Wednesday, November 12, 1997 in Talbert Hall 107 to consider the following agenda:

1. Approval of the Minutes of October 8, 1997
2. Report of the Chair
3. Report of the President
4. Resolutions of the Affirmative Action Committee (Second Reading)
5. Report of the Provost
6. Report of the Academic Planning Committee
7. SUNY Senate Meeting Report
8. Other Business

Item 1: Approval of the Minutes of October 8, 1997

The Minutes of the Faculty Senate meeting of October 8, 1997, were approved.

Item 2: Report of the Chair

The Chair reported that the Faculty Senate electronic communications list has been established and that many Senators have already used it for continued discourse. Prominently featured was the issue of parking and the scheduling of Senate meetings for the following academic year (Tuesday being the preferred day).

The UB Council met and discussed additional student housing, renovations on the South Campus, and the issue of adequate child care on campus.

Professor Nickerson asked the Senators to submit nominations for SUNY Senator for the core campus to replace Professor Jameson, whose term is expiring, as well as for the next Secretary of the UB Faculty Senate.

The UB Senate resolution on the SUNY Press, along with similar resolutions from other campuses and from the UUP, has had an impact; the Chancellor is establishing a new search committee with significant faculty participation.

Other matters to report (FSEC meetings, committee appointments) were distributed in writing prior to the meeting.

Item 3: Report of the President

President Greiner reported that a memo had been sent to the Provost and to the Vice-Presidents noting that no permanent or tenure-track appointments should be made for any units without a clear plan for the future; although there may be exceptions, these should be "few and far between". The possibility of making up to 1000 appointments over the next few years, he said, should be an exciting prospect, and a chance to deal with the "anomalies and rigidities" built into the University some 20-25 years ago. The lesson to be learned is that decisions made today will reverberate for a long time to come; we must hire more carefully, in accordance with the plans and mission of the University.

He noted that the controversy surrounding recent events at SUNY-New Paltz should not be blown out of proportion, that such is part of the normal course of events within major colleges and universities, especially in a system with as many campuses as SUNY.

Nevertheless, it does raise the question about our commitment to the values of free speech and academic freedom. Although a campus president should be able to defend his campus, he continued, President Bowen unfortunately put himself in a situation where he has to defend himself instead. President Greiner concluded by saying that the Chancellor seemed to be handling the problem in an effective manner.

Item 4: Resolutions of the Affirmative Action Committee (Second Reading)

Professor Banks summarized the three resolutions first presented last Spring. The first deals with procedures for reducing unfair salary differentials, the second recommending the establishment of a Task Force for Racial Minorities on Campus, and the third recommending policies on the recruitment of minorities proportional to the available pool. The purpose of the Task Force, he explained, would be to build "a constituency to increase the level of inclusion of the increasingly diverse student body into the full range of campus life", and to help everyone understand, and solve, the problems in this area. The proposal would ask the administration to devise strategies which would act as true magnets for diverse students and incorporate more of the academic minority population in decision-making processes.

Professor Welch questioned the appropriateness of the term "equalization" in the first resolution, since at issue were matters of salary inequities and discrepancies; Professor Banks explained that it meant "equal pay for equal work"; although he did not see a problem with the wording, he would abide by the decision of the Senate.

Professor Adams asked whether we should include professional, as well as faculty positions in Resolution 3, Item 6, dealing with recruitment of minorities. Professor Banks replied that there has never been a real barrier with respect to professional positions, but would not object to its inclusion.

Reiterating a point raised repeatedly by Professor Schack, Professor Cowen emphasized the importance of recruiting early in order to hire the best in a given pool of candidates.

Professor Meacham, who had represented UB at a national conference on Affirmative Action initiatives, commended the Committee, noting that with these resolutions, we would be moving in step with several other institutions on this issue.

Professor Swartz noted that fixing salary levels is a very complex matter, and expressed concern that the term "equalization" might obscure the nuances of the other operative terms discrepancies and inequities. He also wondered why the resolution should apply only to protected categories; the resolution as it stands seems to create a double or multiple standard, instead of the norm which the Senate supports, namely, equality and unity of standards. Professor Banks responded that the language does not so much reflect a question of equalization as it does "the question of looking at it" to determine whether equalization is necessary. To the second point, he answered that inequities are normally resolved through the merit process, but that equalization discrepancies relate to ethnicity or gender; the Committee had attempted to keep the two separate.

Speaking as a faculty member, President Greiner commended the Committee but thought that, in its desire for economy of language, it had dispensed with an important part of the resolution process, namely, "the Whereas process"; furthermore, a more appropriate term -- rather than equalization, which suggests an unwanted and often mindless precision --- would be equity, since it carries with it the ambiguity of expression required. He suggested that if the Senate adopts Resolution 2, it should then forward it, along with Resolutions 1 and 3 to the President for quick and positive action. For the sake of consistency, Professor

Amsterdam suggested replacing the word differentials with inequities. Professor Meacham suggested substituting equalization with (pay) equity throughout.

The Senate approved the resolutions with the amended wording.

President Greiner commented that the issue of salary equity, especially as it relates to protected groups, will be a major factor in the way in which administration deals with the discretionary pool coming out of the new contract; indeed, many of the salary issues will probably be addressed long before a Task Force could submit a report.

Professor Benenson suggested strongly that the administration also review the salary structures of Associate Professors as compared with that of Assistant Professors.

Professor Adams noted that at least one unit had been told not to consider the issue of inequity within the discretionary raise area, but rather to consider only merit; if indeed the deans are to consider the equity issue, they should be so notified.

Item 5: Report of the Provost

The Provost said that in tomorrow's Reporter, the second version of the planning document would appear; although it should not create as much of a stir as the original version, it pull a number of strands together. He hoped the document would convey two main messages: First, things are not as bad as they seem; and secondly, any improvement of the University will depend on us, on every member of the UB community --- we cannot rely on solutions from the outside.

Professor Bayer, referring to UB Alliance (formerly Connect UB), which is meant to be "one-stop shopping for the outside world to bring tasks, dollars into the University", asked how this would impact the proliferation of different entries that we have had to the University. Provost Headrick said that "one-stop shopping" is not what was intended; however, he would like to set up an entry point for those who have not had any association with UB, and who are looking for ways in which the University and they could work together. The intent is not to interfere with any connections already (or yet to be) established, but to facilitate at least one entry point for connections, particularly with industry and the wider economic structure.

Item 6: Report of the Academic Planning Committee

Professor Welch reported that, in keeping with a request by the FSEC, the Academic Planning Committee (APC) met twice since October 1, 1997, to review and discuss extensive material relative to the issue of Music Education. He noted that the FSEC had been unclear in its directive to the APC, and that the vote to have the APC review the issue passed by a slim 10-6 margin; several members of the FSEC felt there had already been sufficient consultation. Although there has been discussion of issue, there has not been any unanimity nor consensus; we need to be aware, he continued, that further restructuring within the University will most likely give rise to similarly divisive issues. For that reason, it is necessary to have processes which are fair, open, and effective in trying to resolve the problems.

The members of the APC suggested that, to execute this charge, it should function as an appellate body, and not --- for reasons of time --- to invite spokespeople from both sides to discuss the matter with the Committee. Professor Welch added that this is not the way in which the APC will or should proceed in the future, since it may on several occasions require and welcome more extensive discussion.

On behalf of the Committee, Professor Welch stressed four significant principles:

In structuring academic programs, the best decisions start locally, within the departments. There should be an "exhaustion of local remedies" before an issue comes before the Faculty Senate; if issues involve more than one unit, then the Senate is the logical body for discussion.

The current University policy that students making good progress toward a degree be allowed to finish in their major should continue.

The University should protect faculty contracts.

Professor Calkin remarked that the decision in the Department of Music to phase out the Music Education program has ruined the careers of several faculty members, including two former chairs and Full Professors. He reminded the Senate that, in 1991-92, the Executive Committee of the Music Department and the Department itself had decided that Music Education is important and should remain. The student body in the program increased, and remained an important part of the student body within the Department.

He argued that discussion had taken place within the Department, but without the affected faculty. Furthermore, he said that the "legitimate wider interest in the processes used for possible realignment and restructuring of academic programs" (as worded in the APC statement) should be a matter of separate deliberation in the Faculty Senate, which should establish clear guidelines for such actions. He also questioned which faculty would determine when to cease recruitment to the Music Education program. In view of these problems, he wondered what "assurances" (as worded in the statement) we could have in similar decision-making processes.

Professor Schroeder commented that the report discusses the problem from the point of view of the faculty and of faculty governance; matters of academic planning, he argued, should consider the students' points of views, their needs, and the demand of the community at large. Although the APC explained the basis on which it made its statement, he doubted whether that basis was the proper one.

Professor Benenson reminded the Senate again that it has no process for evaluation of any change prior to its adoption; thus we are without any guidelines as to how to respond to any proposed changes. Without such a process, we "will be forever behind this learning curve". He suggested the Senate develop a process in order to stay ahead of any proposed changes; otherwise, there is always the potential for "grave injustice".

Professor Hyde, from the Department of Music, observed that the faculty in a department has the responsibility for designing its curriculum; furthermore, the vote to discontinue Music Education reflected "as strong a consensus as we've had in a long time". A steadily decreasing budget necessitated some unpopular decisions of resource allocation. As a final point, she assured the Senate that the affected faculty were indeed present in the discussion.

Professor Calkin countered that the vote in the Department had only a "remote bearing on the reality", involving intimidation, since it was very difficult for the affected faculty who choose to stay in the Department. He pointed out that the report that was sent to the Provost was not made available to members of the Department, and that the Dean has stated on a number of occasions that "it was not a matter of budget".

Professor Doyno wanted to know whether the Department of Music had been told it would

have a lower number of lines; if so, this may amount to "retrenchment under another name". Professor Hyde said she had heard of no such statement.

Professor Faran argued against the principle that such important decisions needed only a consensus within a department, since this could easily be extended --- wrongfully --- to other decisions, such as hiring, firing, and promotion.

Speaking as a "community person", Professor Malave stated that one major purpose of this University is to serve its community; discontinuing a program which benefits the community in favor of others, she said, is very disturbing.

Professor Welch reiterated that the APC prepared the report (which, he reminded the Senate, is not a resolution) in response to the charge from the FSEC. He agreed with the need for appropriate processes in dealing with such matters. The needs of future students must be integral to any planning process, although these are nearly impossible to predict; for this reason, we need elements of flexibility for any necessary adjustments in the planning process. In addition, he thought that decisions within a unit always need to be checked out in a wider context, "against the reality of the present and the hopes of the future".

The APC plans to work closely with the Founders' Committee, and will seek to be continually informed about the examination of the plans of various academic units. It will also examine in some detail the new Office of Academic and Information Planning, with its emphasis on gathering the right information in order to facilitate decisions; the APC will look into the nature and quality of the information this Office seeks and plans to use.

Professor Schack reminded the Senate that the Mathematics department at the University of Rochester solved a problem similar to the one facing the Department of Music by agreeing upon giving up certain resources in order to continue a program. If we are serious about saving Music Education, we should follow this example and determine what we could sacrifice in order to continue its existence.

President Greiner agreed, adding that if the faculty wishes to protest a change post facto, it must share the responsibility, rather than assume it to be the responsibility "of THE administration". He asked the Senate to no longer use the collective and inappropriate term "THE administration", but rather "to name the name" of the administration member referred

to in a discussion, and to allow that administration member to respond. He objected also to the loaded term retrenchment, which could mean many things, but most often means that someone is getting fired. He stressed that "This campus doesn't do that; we are committed NOT to do that".

Item 7: SUNY Senate Meeting Report Professor Malone mentioned a few corrections to the Report, distributed prior to the meeting, and briefly reviewed the new procedures for presidential searches, including the increased number of faculty on the search board and the involvement of a search firm selected by the Chancellor. Furthermore, the faculty involved are supposed to be elected by secret ballot by the entire Voting Faculty, which, as Professor Malone worded it, "probably renders the process inviable".

The conference on undergraduate general education >

Transfer interrupted!

Without faculty involvement, has been postponed, due to strenuous objections of the SUNY Senate.

Awards were presented for programs which were recognized as especially viable for enhancing student life; UB won four of the fifteen awards for the Linda Yalem Run, the Trading Cards program, the Counseling Centers on the Informaiton Highway, and the Living Well Centers.

Concerns centered on the Mission Review document, which many found to be unfocussed and self-contradictory, as well as on a document on the effectiveness of an emphasis on the Master's degree.

The Chancellor remarked that the decisions to eliminate programs will be campus decisions; Professor Malone hear no answer to the question of what provision would be made for faculty consultation in this matter.

Resolutions were passed concerning the SUNY Press, on the establishment of a Task Force on SUNY Administration / Senate consultation, on faculty involvement in planning for the anniversary celebration, and a tribute to former Chancellor Gould.

In sum, the SUNY Senate is beginning to make clear its

dissatisfaction with the consultative processes as they appear to be --- or not to be --- operating within the system.

President Greiner commented that there had been a frank exchange of views, and that Chancellor Ryan should be given the opportunity to make his imprint on the system. One worrisome item which surfaced at both the Senate and the Presidents' meetings was an observation of the conflict between the expressed direction of the Board of Trustees, one of decentralization, and a series of actions which suggested just the opposite, one of centralization.

Item 8: Other Business

Professor George, referring to the article which appeared a week before in The Buffalo News, noted that, although UB has several problems, "it is important to recognize that there are some things we do very well here"; he cited as examples our applicant screening policy and our record for hiring truly excellent scholars and teachers, our tenure process and record, our record of "fast-tracking" faculty to the rank of Full Professor. However, we do not have a mechanism for moving professors into Distinguished ranks and national academies, and this may well constitute our failure in keeping several excellent scholars at UB.

Professor Schack considered the article "a breath of fresh air", since it exposed the devastating effects of budget cuts on the University. Although he applauded the efforts of the Provost and the President to "re-invigorate" UB, he would have preferred to hear them ratify the position Professor Johnstone voiced in the article.

President Greiner agreed with Professor George that UB must do more for Full Professors, but argued that SUNY has a very strong process for moving people into the Distinguished rank. He disagreed with Professor Schack, since "there are some things that a faculty member can say that neither a President nor a Provost can say"; otherwise, the net result would be terribly injurious to the campus. What they must do is deal honestly with the problem, internal to the University, as the Provost has done over the past few years.

Professor Schuel said he was "appalled" at the lack of any real effort to retain colleagues who have left; he hoped, in light of the recent discussion, that this would change, and that

the administration would act pro-actively in making it unlikely that these people would even want to leave. Provost Headrick responded that, in several instances over the past few years, he had indeed made every effort --- and succeeded --- in retaining distinguished professors. He said this has been his policy, and will continue to be, "when I think it is in the interest, the long-term interest, of the University".

Professor Doyno urged that we a keep record of the losses we suffer, for without the record, there are no consequences for the legislature, which would then continue to hurt us.

President Greiner remarked that we must keep track of, and celebrate, our gains as well.

Respectfully submitted,

Robert G. Hoeing,
Secretary of the Faculty Senate

PRESENT:

University Officers: W. R. Greiner, T. Headrick, K. Levy

Faculty Senate Officers: P. Nickerson, R. Hoeing

Architecture: M. Hadighi

Arts & Letters: B. Bono, V. Doyno, M.-E Gutiérrez, M. Hyde, J. Ludwig, J. Rickard

Dental Medicine: R. Baier, M. Easley, E. Davis, R. Hall

Educational Studies: L. Klenk, B. Johnstone, L. Malave, T. Schroeder, L. Yang

Engineering & Applied Sciences: D. Benenson, W. George, M. Ryan, R. Sridhar

Health-Related Professions: L. E. Gosselin, S. Nochajski, J. Tamburlin

Information & Library Studies: G. D'Elia

Law: L. Swartz

Management: J. Boot, J. Newman, C. Pegels, R. Ramesh

Medicine & Biomedical Sciences: M.Acara, B. Albini, D. Amsterdam, R. Batt, E. Fine, S. Gallagher,

S. Rudin, A. Saltzman, F. Schimpfhauser, H. Schuel, M. Spaulding, A. Vladutiu

Natural Sciences & Mathematics: P. Calkin, M. Cowen, J. Faran, M. Ram, K. Regan, S. Schack

Nursing: M. Johnson, P. Wooldridge

Pharmacy: N. , R. Madejski

Social Sciences: D. Banks, G. Beck, H. Calkins, J. Charles-Luce, V. Ebert, P. Hare, M. Harwitz, J. Lawler,

P. Luce, J. Meacham

SUNY Senators: J. Fisher, M. Jameson, D. Malone, C. Welch

University Libraries: J. Adams, C. Densmore, W. Hepfer, M. Kramer

EXCUSED:

Arts & Letters: L. Chisholm

Medicine & Biomedical Sciences: W. Flynn

Natural Sciences & Mathematics: M. Churchill

Social Sciences: C. Sellers

University Libraries: D. Woodson

ABSENT:

Arts & Letters: A. Efron, M. Frisch, N. Grant, R. Mennen

Dental Medicine: A. Aguirre

Engineering & Applied Sciences: C. Bloebaum, S. Mohan

Medicine & Biomedical Sciences: M. Alashari, S. Greenberg, R. Heffner, C. Leach, B. Noble, R. Perez,

C. Smith, J. Sulewski, A. Wakhlo, B. Willer

Natural Sciences & Mathematics: J. Berry, S. Bruckenstein, C. Fournier

Nursing: M. Marecki

Social Sciences: B. Smith

