

SUNY/COLLEGE at Old Westbury
Faculty Senate Meeting
Friday, March 7, 2003
12:30 p.m.-2:40 p.m.

Room C 102 Academic Village

Present: R. Colón-Urban, M. Crocitto, K. Wood, P. O Sullivan, J. Conforti, R.J. Edelson, C. Franco, I. Ahmed, A. Martínez, M. Keefe, B. Joseph, M. Metlay, C. Hobson, G. Snedecker, S. Mahmoud, H. Lewittes, S. Kirkpatrick
Visitors: N. Sacks, R. Brown, R. Gonzalez, M. Marquez Bell

1. Report from Faculty Senate Chair (R. Colón-Urban)

The following replacements in APRT and General Education Committees were proposed by the respective committee chairs and unanimously approved by the Senate:

General Education: Steven Chovnick (Sociology) representing Social Science knowledge area.

ARPT: Jacob Heller (Sociology), Charles Keyes, (Library), and Margaret Veve (Teacher Education Program)

A question was raised from the By-Laws Committee about the status of voting rights for the Instructional Technology Librarian, an ex officio member of TLC Committee, who also runs the Teaching for Learning Center. A motion proposing that the Instructional Technology Librarian have voting rights was passed: Yes (13), No (0), Abstain (1).

A motion was passed last spring denying representation of the Council of Chairs on the Senate. If the chairs are now considered administrators and no longer conveners who were part of faculty governance, should pages 35-36 of the Faculty By-Laws be changed to reflect this? A motion was proposed: *It was not the intention of the previous motion to remove chairs' representation, the By-Laws should remain the way they are.* The motion passed Yes (15), No (0), Abstain (1).

Points of Information:

- The College now has a mission statement, which was developed by a combined committee of faculty and administration. It will be in the Faculty Senate Office for review.
- To cancel events, contact Public and Media Relations, X3162
- To learn about event cancellations, contact the Hotline, X3030

There was a general expression of discontent about lack of faculty consultation in the development of the mission statement as well as their exclusion in the search for a new Academic Vice President. Trustee requirements for participation are not being met. The motion: *The Senate requests that the administration not finalize or post the mission statement until the Senate has had time to consider it*, passed Yes (15), No (0), Abstain (0).

2. Approval of the Minutes for Friday, February 21, 2003

Minutes were approved with the note that on pg. 2, "Route 25" be changed to "Gates B and C."

3. Report from the President

The President was not at the meeting so there was no report.

4. Report from Academic Vice-President (P. O'Sullivan)

The AVP distributed information about the upcoming New York State Education Department site visit and guidelines from Systems Administration with the protocol for registering Master's Degree programs. It is possible the TEP program can be operational by September 2004.

5. UUP Report (C. Franco)

Proposals were exchanged on 2/14 and will appear in the next issue of the Voice. Chapter election ballots will be distributed March 21st and are due April 23rd. The newsletter will have the list of candidates. The budget cuts translate to 4,000 jobs at stake; the situation would be alleviated if proposed increases are approved. There is a campaign to call toll free numbers to ask legislators to restore and increase funding for SUNY. On May 3rd there will be a March for Public Education; buses will be provided, please call the union office. The Union supports a proposed temporary surcharge for people earning in excess of over \$100,000 and taxes on corporations which do business in the state but have headquarters elsewhere.

6. Update on Disabilities Issues (G. Snedeker)

An update on the two resolutions passed by Senate concerning adequate support of OSSD and compliance with ADA is as follows:

a. Staffing OSSD office

- The search for an Assistant Director is on-going. Senate should reemphasize its positions that the predominant duties of Assistant Director are provision of direct services rather than administration.
- There is a technical support person paid by student health for 25 hours a week but will only be paid until the first week of May. Recommends the technology support position in OSSD be made permanent.

b. Acquire Adaptive Technology

A list of acquired technology and still needed but not purchased was distributed (attached). The Technology Steering Committee spent \$20,000 over the past year for this purpose and another \$20,000 is probably required over the next year.

c. No regular and adequate budget

There is no regular budget, which includes salaries, supplies, and services. OSSD depends on ad hoc funding, for example, to pay tech support person for assisting disabled students during the final weeks of the semester.

d. Shift OSSD to AA

Per a response by M. Rankin, 24 programs are under the auspices of Academic Affairs. Once a new AVP is chosen, the President would discuss the feasibility of moving administrative responsibility. According to the prior resolution, the faculty's will was to move it.

In response to a question about previous assistant, her contract expired and she was terminated. There is currently a \$10,000 budget from state to pay for signers, note takers, and similar services. The only secretary in the office is from the National Council on Aging, who works two extra unpaid hours to assist the Director. The Senate asked that a resolution about these points be drafted and voted on at the next meeting.

7. Discussion on Teacher Education Resolution

This discussion was tabled because there was no representative from TEP and the program is still meeting with the Academic Vice President.

8. Discussion of Reports on 3 / 4 Credit System

American Studies – Reviewed materials distributed by the AVP and rediscussed the issue based on literature from Middle States. There might be some differential credit, there are concerns with the impact on students, still in deliberation and doing more research. Need time to film and edit in media courses.

Biological Sciences – Cannot teach what has to be taught so that students learn it and are competitive at the time of graduation. Science model is less credit for more hours. Teaching loads would remain the same, but students would have to take more courses. Might work at the lower level.

Business – Initiated discussion, no one position at this time.

English Language Studies – Fairly unanimous discussion which favors retaining the four credit model for the following reasons:

- Need for hours for instruction, three credits would reduce class hours.

For example, English Comp II, teach critical response to literature, writing ability, research methods, and documentation.

- Faculty Workload – A move to four courses rather than three requires classes four days a week rather than two. With their student work intensive courses, the shift from 90-120 students is an enormous increase in faculty workload.
- Teaching four three-credit courses makes the College less competitive in hiring faculty, where 18 credits is customary rather than 24.
- Students who work full-time are able to attend classes because classes are two days a week.

Freshman Studies – There are advantages and disadvantages, needs more time to articulate.

General Education – met again, rushed, need relevant student data to make evidence-based decision. Raises the issue of how to meet the specific SUNY requirements of general education. Another issue is how many credit hours and programs are involved if we switch to the three-credit model.

PES – There are concerns about meeting General Education requirements, the allocation of class time during shorter time periods, the number of courses in the major, and the ability of students to meet major requirements. The change in faculty working conditions has pedagogical implications.

Psychology – Some courses could be taught for three credits. Concern for student overload, teaching versus learning, and faculty course coverage. If Academic Affairs is encouraging departments to schedule multiple sections, then some courses could not be scheduled the next semester.

Sociology – A general consensus for a four-credit model for the following reasons:

- Students working full-time can take two courses for eight credits but would need three courses for nine credits. Would not be able to do the work for three courses.
- Students in four-credit courses just “get” material but may not in three-credit courses due to shorter length of class time. May limit faculty to coverage of basic material.
- Labor Question: Faculty would still teach 12 credits but with 25% more students, creating an absolute surplus value. Working more without pay should be opposed on labor grounds. This may have a negative impact on college governance and create unintended consequences.

- Overloads for students increase from taking five courses to six, which is detrimental to learning.

Math/CIS – Decided on four credit hours.

Teacher Education Program - Students spend time in field experience and work. In the past, moved from a three- to four-credit model to combine fieldwork with class time. Would have to add courses, creating a problem with students graduating within a reasonable time. The Program would have to be reorganized, since TEP is currently registered with the state as a four-credit program.

Visual Arts – A four-credit schedule is better for working students. Studio-based courses cannot function with reduced hours due to set-up times for materials.

The Chair asked everyone to bring the positions of their respective departments to the Senate. CAP sent a memo to Faculty Senate asking us to survey programs because the president has a task force. We have to make a strong statement about curricular issues before CAP because task force has deadline of 5/16/03 and CAP could not do it before fall.

The meeting was adjourned at 2:40 p.m.