

# Faculty Senate

2004 No. 1

B U L L E T I N

## STRENGTHENED CAMPUS-BASED ASSESSMENT

Much of the University Faculty Senate's focus during the 2003-2004 academic year has been on the assessment issue. The June 17, 2003 Board of Trustees resolution on assessment required the assessment issue to be a major concern to SUNY faculty. As you will observe, the new assessment plan is quite different from the plans presented in the past. In this issue of the *Bulletin*, we have presented the plan in its entirety so that you can be fully informed. The proposed assessment plan will be discussed and voted up or down during the University Faculty Senate's Spring Plenary meeting at Upstate Medical in Syracuse. The dates of the meeting are April 22-24, 2004.

The revised GEAR Review Process Guidelines and Summary documents are the product of the Campus-based Assessment Discussion group. The University Faculty Senate committee evolved into this larger System Committee following discussions by the Provost's Office, Presidents of Community Colleges and the Faculty Council of Community Colleges. The membership of the committee is also included in this section of the *Bulletin*.

The new enlarged System Committee looked at the concerns about System-wide assessment presented by faculty during last summer's assessment meetings. In response, the Discussion Group crafted a proposal which addressed each of the concerns. The Strengthened Campus-based Assessment Proposal components are presented opposite the concerns which they address.

**Following the campus-based assessment plan's development, the committee voted to support it without dissent.**

Concerns: Faculty are opposed to	Proposal Components
<b>The public reporting of assessment data.</b> This could embarrass and harm institutions.	The proposal contains language which will prevent public dissemination of assessment data for individual campuses. In addition, the diversity of the externally referenced measures, make public comparisons virtually meaningless.
<b>The standardization of the curriculum.</b> We value diversity and feel that is one indicator of a great university.	Out of 12 General Education learning areas, only three will be assessed using externally referenced measures. These areas are writing, critical thinking, and mathematics. The approaches available to campuses for the external referencing of these areas are both flexible and varied.
<b>Another layer of assessment.</b> Campuses in good faith developed a campus-based plan. One more layer is not necessary.	The existing campus-based plan will only be revised. There will not be a second System-based layer.
<b>Value-added assessment.</b> Assessment is expensive enough without having to double the cost by assessing twice.	Value-added assessment (two measurements of the same learning area given at different points in time) will be optional.
<b>Another unfunded mandate.</b> Campus budgets are already stretched to the limit. We simply do not have the resources to add another assessment layer.	The costs of the purchase and administration of nationally-normed measures – as well as the National Survey of Student Engagement or the Community College Survey of Student Engagement – will be paid for by System Administration.
<b>High stakes assessment.</b>	The proposal does not contain any examples of "high stakes assessment" (e.g. a minimum level of achievement that a student must demonstrate in order to advance).
<b>Campus budgets being tied to assessment results.</b>	Campus budgets will not in any way be linked to assessment results.

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# STRENGTHENED CAMPUS-BASED ASSESSMENT ♦ SUMMARY

## Background

It is not the intent of this summary to retrace the University's many efforts over the years to develop a high quality assessment program. As we all know, colleagues have been engaged for a long time in serious and conscientious efforts to develop a State University Assessment Initiative that represents both "best assessment practices" and our own "best thinking." We can be very proud of what has been accomplished to date.

In its final report, the Provost's Advisory Task Force on the Assessment of Student Learning Outcomes underscored its belief that assessment serves two complementary functions in higher education today: 'Assessment as improvement' and 'Assessment as accountability,' and that both of these functions have an appropriate place in the SUNY Assessment Initiative and can strengthen the University's institutions and the System as a whole.

In recent years, we have struggled to try to find a way to address both of these goals in a way that faculty and stakeholders agree meets their concerns and expectations. After many attempts, we believe that we have discovered an approach that is based on good assessment practice, that addresses our faculty's many legitimate concerns, and that meets System goals as expressed by the Chancellor.

## The Elements of a Proposal

We believe that proposal for a strengthened campus-based assessment process could be structured as follows:

1. Existing campus-based assessment plans need only be revised and incorporated in the proven and ongoing GEAR process. There would be no need for a second, System layer of assessment.
2. Only the learning outcomes in three foundational areas: Mathematics, Basic Communication (Written), and Critical Thinking (Reasoning), should be assessed incorporating external measures<sup>1</sup> and the assessment of these "building blocks" of general education could be done in various ways that would provide real flexibility for campuses.

3. An instrument such as the National Survey of Student Engagement (NSSE), the Community College Survey of Student Engagement (CCSSE), or a revised, extended Student Opinion Survey (or similar measures) could be used to understand the campus academic climate and how that might relate to the assessment results. This analysis of assessment results could be incorporated into campus procedures.
4. System Administration should cover the cost of all externally referenced measures and surveys for a representative sample of students.
5. Value-added assessment should be optional.
6. The proposed policy should contain language which will safeguard assessment data from misuse.

## Proposed Revisions to the GEAR Guidelines

To incorporate these elements into the GEAR process, very few changes are actually needed:

Re "externally-referenced measures," to GEAR Criterion #3, add the following:

- For the learning outcomes in Mathematics, Basic Communication (Written), and Critical Thinking (Reasoning), are externally referenced measures of the campus's choice – either nationally- or SUNY-normed – included?
- For campuses opting to attempt to determine the growth in learning achieved by SUNY undergraduates in some or all of general education ("value-added"), is there an adequate description of when measures will be administered and how problems commonly related to pre- and post-testing (e.g., student motivation, attrition) will be controlled?

Every effort has been made to describe "externally referenced measures" in a way that provides for meaningful external referencing while providing maximum flexibility for campuses. Not only will this address the longstanding concern of faculty that no proposal should promote a "one size fits all" approach, but it also renders any attempt

to engage in inter-campus comparisons essentially meaningless. Campuses will continue to use their current approved assessment plans for all of the SUNY-GER learning outcomes. For the learning outcomes in the three "building blocks," there are a number of ways in which campuses can meet the requirement for "externally-referenced" measures: for example, through the use of nationally-normed tests such as the *Academic Profile*, the *California Critical Thinking Skills Test* or the *Quant-Q*, or by using SUNY-normed measures in lieu of nationally-normed measures, using one of two approaches:

- i. A locally developed instrument that measures the learning outcomes in one or more of these three areas and that is demonstrated to correlate statistically (i.e., have concurrent validity) with nationally-normed measures.
- ii. A locally developed instrument that measures the learning outcomes in one or more of these three areas that is reviewed and approved by GEAR. As part of this process, GEAR will rely on discipline-based panels of distinguished SUNY faculty that will develop standards and rubrics campuses may use to assess student performance. Campuses choosing to use their own standards and rubrics must demonstrate to GEAR that their standards and rubrics are essentially equivalent to those developed by the discipline-based panel.

Campuses opting for this approach would be expected to periodically provide GEAR with samples of student work for each standard of student performance, to be reviewed to ensure ongoing validity and reliability of the measure. Note that it is also possible to combine these approaches: for example, a campus might choose to use the CCTST for Critical Thinking and SUNY-normed measures for Mathematics and Basic Communication (Written).

Re the "campus academic environment," add a new GEAR Criterion (as #6) to:

- Ask that "Mechanisms for assessing the campus academic environment are described."

# STRENGTHENED CAMPUS-BASED ASSESSMENT SUMMARY *continued*

*Re student involvement*, to address the need for greater student involvement:

- Revise GEAR Criterion #7 – related to governance – to require that the plans show evidence of student involvement in the development of revisions to the assessment plan.

## Safeguards re the Utilization and Reporting of Assessment Results

To ensure that assessment results are used appropriately, it is essential that this process be guided by a set of principles that will safeguard assessment data, along the following lines:

- Assessment results will never be used to punish, publicly compare, or embarrass students, faculty, courses, programs, departments, or institutions either individually or collectively.
- Assessment results will never be used to make public comparisons among groups of students based on gender, race, ethnicity, or other demographic factors. A basic value of the State University is that all

students can learn and the University's programs are intended to provide educational opportunities to students as individuals, not by virtue of their membership within a particular demographic category.

- Given the vast diversity that exists among SUNY campuses – reflecting their unique missions and constituent groups – the public dissemination of assessment data for accountability purposes will take place only through aggregate reporting for SUNY as a whole and by sector (Doctoral Degree-granting Institutions, Comprehensive Colleges, Colleges of Technology and Community Colleges). Campus-specific assessment data will be used for confidential in-house discussions as part of the ongoing improvement process, whether between faculty and administrators on a particular campus or between campus representatives and System Administration officials.
- Faculty support for, and participation in this initiative is predicated on the responsible and collegial adherence to these principles.

## Costs

The costs of the purchase and scoring of nationally-normed measures<sup>2</sup> – as well as for the NSSE or CCSSE – should be paid for by System Administration for State-operated/funded institutions and community colleges, based on a sample size of up to 20% of the undergraduate student body on a three-year cycle.

## Next Steps

System Administration has indicated that its goal is to move assessment forward through consensus and the Chancellor has said that if a faculty proposal met his expectations and has the support of governance, he would be willing to consider revisions to the June 17 Board resolution.

<sup>1</sup>When employing a “level of achievement” methodology (as distinct from a “value-added” methodology).

<sup>2</sup>Currently estimated at under \$200,000 for the entire system.

## STRENGTHENED CAMPUS-BASED ASSESSMENT DISCUSSION GROUP

**Christopher Dahl**, President, SUNY Geneseo

**Carol Eaton**, President, Clinton Community College

**Thomas Finch**, Dean of Academic Affairs, North Country Community College

**Patricia Francis**, Professor of Psychology, Executive Assistant to the President, SUNY Cortland

**Wayne Fulks**, Professor of Liberal Arts, Sullivan County Community College

**Robert Golden**, Provost and Vice President for Academic Affairs, SUNY Plattsburgh

**Norman Goodman**, Professor of Sociology, Stony Brook University

**Stephanie Gross**, Student Assembly President, SUNY Board of Trustees

**Daniel Hayes**, President, Finger Lakes Community College

**Joseph Hildreth**, President, University Faculty Senate, Professor of Art, SUNY Potsdam

**Jake Holden**, Assistant Professor of English, Fulton-Montgomery Community College

**Doug Jones**, Chairperson, Computer Science and Mathematics, Columbia-Greene Community College

**Robert Jubenville**, Professor of Life Science, Mohawk Valley Community College

**Achim Koeddermann**, Associate Professor of Philosophy, SUNY Oneonta

**Peter Knuepfer**, Associate Professor of Geology, Binghamton University

**Marvin LaHood**, Distinguished Teaching Professor of English, Buffalo State College

**Greg Lawson**, Student, SUNY Oswego

**Kenneth O'Brien**, Associate Professor of History, SUNY Brockport, Campus Governance Leader

**Patricia Pietropaolo**, Assistant Provost for Campus Liaison, System Administration

**Kimberley Reiser**, Associate Professor of Biology, President, Faculty Council of Community Colleges

**Steven Richman**, Professor of Psychology, Nassau Community College

**Andrea Rubin**, Professor of Communications and Humanities, Corning Community College

**Doug Sanders**, Instructor, Psychology, Orange County Community College

**Jim Schofield**, Professor of Philosophy and Chair of the Social Science Department, Onondaga Community College

**Scott Shannon**, Associate Professor of Landscape Architecture, ESF

**Thomas Smalling**, Clinical Assistant Professor, HSC Stony Brook

**Karen Spellacy**, Associate Professor and Chair, Business and Public Service, SUNY Canton

**Donald Steven**, Executive Vice Provost for Academic Affairs, System Administration

**Paul Yu**, President, SUNY Brockport

**Carol Donato**, University Faculty Senate Office

# GENERAL EDUCATION ASSESSMENT REVIEW (GEAR) GROUP

## Review Process Guidelines

### I. Introduction

The General Education Assessment Review (GEAR) Group has been established upon the recommendation of the Provost's Advisory Task Force on the Assessment of Student Learning Outcomes and has been formed jointly by leadership from the University Faculty Senate, the Community College Faculty Council, System Administration and the Student Assembly.

Comprised primarily of faculty from throughout the University, GEAR also includes students, campus chief academic officers, and campus professional staff (particularly from Institutional Research). GEAR is co-chaired by Dr. Patricia Francis, Professor of Psychology and Executive Assistant to the President at the College at Cortland and Dr. Donald Steven, Executive Vice Provost for Academic Affairs. GEAR's Web page, which includes a summary of its activities as well as many useful resource and reference materials, may be accessed at <http://cortland.edu/oir/gear/>.

### II. Goals

The GEAR Group's goal is to work with campuses as they develop and implement their campus-based plans for assessing student learning outcomes in General Education, following the guidelines contained in the Task Force report as well as subsequent discussions involving faculty and campus and System leadership. GEAR intends to function as a resource and a colleague, making itself available to campuses to the extent that they would welcome and in ways that they feel would be helpful, engaging them in a dialogue as they develop and carry out their assessment plans. In its "process review" of campus General Education assessment plans, GEAR will focus exclusively on the campus's assessment processes and procedures, not the assessment outcomes themselves.

### III. Process

Each campus is responsible for determining the particular structure and content of its campus-based General Education assessment plan, following its own existing governance processes.

The task of developing and implementing a campus-based assessment plan for General Education should fall primarily to the faculty members who teach in the program, with the assistance of professional staff and students when appropriate. (Indeed, it may well be the case that on some campuses a full-time staff and/or faculty assessment person may be in a leadership role.) Campus-based assessment plans should be submitted to, and approved by, the campus's Faculty Senate or Faculty Council prior to being submitted to the GEAR Group for formal review.<sup>1</sup>

#### **GEAR's Expectations of Campus General Education Assessment Plans**

In its initial review of campus assessment plans, the GEAR Group will use ~~eight~~ **nine** criteria in evaluating a plan's comprehensiveness and rigor. In addition to reflecting widely recognized best assessment practices in higher education, these criteria are consistent with the general guidelines included in the Task Force Report and subsequent discussions, the expectations for assessment of the Middle States Commission on Higher Education, and regulations proposed by the New York State Education Department as part of its Quality Assurance Initiative in Higher Education.

In its initial review, the GEAR Group will seek to ascertain for each campus plan that:

- 1. The objectives for student learning in General Education relate directly to the student learning outcomes defined in the Implementation Guidelines of the Provost's Advisory Task Force on General Education.**<sup>2</sup> The GEAR Group is likely to agree that this criterion is met if all outcomes from the *Implementation Guidelines* are reflected in the campus' statement of General Education learning objectives for its program. (It is important to note that campuses may also include additional learning objectives that are specific to their own program.)
- 2. Programmatic activities intended to accomplish the campus' objectives for student learning in General Education are described.** The GEAR Group is likely to agree that this criterion is met

by the campus providing GEAR with its guidelines or procedures for designating courses as General Education courses.

- 3. The measures developed to assess student learning are designed to provide credible evidence of the extent to which students have achieved the learning outcomes or skills stated in the objectives.** The GEAR Group is likely to agree that this criterion is met if, for each learning objective, appropriate assessment measures have been established for determining the degree to which students have mastered the objective. In judging the appropriateness of a specific measure, the GEAR Group will rely on answers to the following questions:

- Will it *directly measure* student learning (i.e., as differentiated from the perception that learning has taken place)?
- Will it measure the objective it is intended to measure (i.e., will it have reasonable *face validity*)?
- Will the plan provide assurances that the measure is reliable, particularly with respect to the ability of two independent scorers to rate it similarly (i.e., will it have *inter-observer reliability*)? While this issue is less important for objective measures (e.g., multiple choice exams), it is critical for qualitative approaches (e.g., portfolios), which do not yield "one correct answer."
- For the learning outcomes in Mathematics, Basic Communication (Written), and Critical Thinking (Reasoning), are externally referenced measures of the campus's choice – either nationally- or SUNY-normed<sup>3</sup> – included?
- Will the data that are reported be representative? It may not be feasible for campuses to assess all students on a particular measure, nor is it necessary. The campus assessment plan should therefore make it clear how representative sampling of students will be assured when collecting assessment data.
- For campuses opting to attempt to determine the growth in learning achieved by SUNY undergraduates in

some or all of general education (“value-added”), is there an adequate description of when measures will be administered and how problems commonly related to pre- and post-testing (e.g., student motivation, attrition) will be controlled?

**4. The plan proposes standards to which student performance relative to the learning outcomes in the objectives can be compared.** The GEAR Group is likely to agree that this criterion is met if campus assessment plans include, for each learning objective, the standard defining what level of student performance the faculty considers as “exceeding,” “meeting,” “approaching,” and “not meeting” standards.

**5. The anticipated results of the assessment are able to affirm the degree to which the learning objectives have been achieved and thus make it possible to identify areas that need to be addressed in order to improve learning.** The GEAR Group is likely to agree that this criterion is met if it is clear from the assessment plan that mechanisms exist for sharing assessment results with appropriate faculty and staff and for making programmatic improvements based on the assessment results (if necessary).

**6. Mechanisms for assessing the campus academic environment are described.** The GEAR Group is likely to agree that this criterion is met if it is clear that the assessment plan provides for the periodic administration of a survey that yields indicators reflecting the campus academic environment (e.g. the National Survey of Student Engagement, the Community College Survey of Student Engagement or a revised, extended SUNY Student Opinion Survey or similar instrument.) and a report on what has been learned from the campus’s consideration of the possible relationship between academic assessment results and these environmental influences.

**7. The assessment plan has been reviewed and approved through the appropriate curriculum and faculty governance structures and shows evidence of student involvement in the development of revisions to the assessment plan.** The GEAR Group is likely to agree that this criterion is met

if the assessment plan includes a section describing the process through which the plan was developed and approved on the campus prior to being shared with the GEAR Group, as well as the efforts made to include students in the process of revising the initial plan.

**8. The plan adheres to the timetable established by the GEAR Group and agreed to by the University Provost.** The GEAR Group is likely to agree that this criterion is met if it is clear that the assessment of all of the General Education learning objectives in the Knowledge and Skills Areas and Competencies ~~will be completed~~ takes place within a three-year cycle. (The campus plan should include the schedule for the assessment cycle.)

**9. The assessment process includes provisions for evaluating the assessment process itself and disseminating assessment results to the appropriate campus community.** The GEAR Group is likely to agree that this criterion is met if processes are described in the assessment plan for evaluating the assessment process once complete, making changes in the process if necessary, and sharing assessment results with the appropriate campus community.

### *Initial Review*

GEAR will receive and critique campus assessment plans and approve those that meet its expectations for effective assessment; campuses will be advised in writing of revisions that would likely lead to approval, as appropriate. GEAR will place a strong emphasis on the extent to which campuses demonstrate they will use assessment results to improve their General Education programs.

### *Ongoing Review*

After the initial review process, the GEAR Group will review campus General Education assessment plans on a biennial, staggered basis, applying the same criteria as above, with greater emphasis on how campuses are using assessment data to improve their General Education programs.

## IV. Reporting

GEAR will establish a clear protocol and a standardized reporting format – consistent with the recommendations of the Provost’s Advisory Task Force on the Assessment of Student Learning Outcomes – for campuses to use to report assessment results in General Education to System Administration for the purpose of accountability. This annual report, to be submitted by the Chief Academic Officer at each campus directly to the Office of the Provost, will include specific information on its students’ progress in mastering the learning outcomes outlined in the *General Education Implementation Guidelines*.<sup>4</sup> System Administration will use these data – in accord with the *Utilization and Reporting of Assessment Results* principles in the Task Force report – in the preparation of summary reports to external stakeholders for accountability purposes.

## V. Summary

The GEAR Group will continue the long tradition of involving existing faculty governance and curriculum review structures on individual State University campuses in the process of assessment. This involvement of SUNY faculty was central in the early 1990’s when the State University was playing a leadership role nationally in the assessment movement, and it has certainly characterized the deliberations of the Task Force on the Assessment of Student Learning Outcomes that has provided the *raison d’être* for GEAR.

Approved by GEAR: October 16, 2001,  
updated: December 5, 2003

Proposed revisions, Spring 2004

<sup>1</sup>Though GEAR encourages campuses to engage in dialogue throughout the plan’s development process.

<sup>2</sup>See Appendix D of the *Final Report of the Provost’s Advisory Task Force on the Assessment of Student Learning Outcomes*, at <http://www.sysadm.suny.edu/provost/whatsnew/asmtfinalreport.pdf>.

<sup>3</sup>See appendix for examples and process.

<sup>4</sup>Reported results should indicate the percentage of students exceeding, meeting, approaching, and not meeting the delineated learning outcomes. (A draft reporting form is attached.)

*Continued on page 6*

# GENERAL EDUCATION ASSESSMENT REVIEW (GEAR) GROUP *continued*

## Appendix

### Nationally-normed Measures

There are many nationally-normed measures available that are designed to assess learning outcomes in Mathematics, Basic Communications (Written), and Critical Thinking (Reasoning). The table below shows a number of examples of some which campuses may find useful:

Discipline	AP	CAAP	CCTST	CRA	QUANT-Q
Mathematics	✓	✓			✓
Basic Communications (Written)	✓	✓			
Critical Thinking (Reasoning)	✓	✓	✓	✓	✓

AP *Academic Profile*, Educational Testing Service ([www.ets.org/hea/acpro/](http://www.ets.org/hea/acpro/))

CAAP *Collegiate Assessment of Academic Proficiency*, ACT ([www.act.org/caap/](http://www.act.org/caap/))

CCTST *The California Critical Thinking Skills Test*, INSIGHT Assessment ([www.insightassessment.com/test-cra.html](http://www.insightassessment.com/test-cra.html))

CRA *California Reasoning Appraisal*, INSIGHT Assessment ([www.insightassessment.com/test-cra.html](http://www.insightassessment.com/test-cra.html))

QUANT-Q *Quant-Q*, INSIGHT Assessment ([www.insightassessment.com/test-cra.html](http://www.insightassessment.com/test-cra.html))

### Costs

The costs of the purchase and scoring of nationally-normed measures – as well as for the National Survey of Student Engagement or the Community College Survey of Student Engagement – will be paid for by System Administration for State-operated/ funded institutions and community colleges, based on a sample size of up to 20% of the undergraduate student body on a three-year cycle.

### SUNY-normed Measures

Campuses wishing to include SUNY-normed measures in lieu of nationally-normed measures in Mathematics, Basic Communication (Written), and Critical Thinking (Reasoning) may use one of two approaches:

1. A locally developed instrument that measures the learning outcomes in one or more of these three areas and that is demonstrated to correlate statistically (i.e., have *concurrent validity*) with nationally-normed measures, including those listed above.
2. A locally developed instrument that measures the learning outcomes in one or more of these three areas that is reviewed and approved by the GEAR Group. As part of this process, GEAR will rely on discipline-based panels of distinguished SUNY faculty that will develop standards and rubrics campuses may use to assess student performance. Campuses choosing to use their own standards and rubrics must demonstrate to GEAR that their standards and rubrics are essentially equivalent to those developed by the discipline-based panel.

Campuses opting for this second approach would also be expected to periodically provide GEAR with samples of student work for each standard of student performance, to be reviewed by GEAR to ensure ongoing validity and reliability of the measure. GEAR will provide campuses with feedback and, possibly, recommendations regarding any scoring adjustments that may be required.

### Mixing and Matching

It is also possible to combine these approaches: for example, a campus may choose to use the CCTST for Critical Thinking and SUNY-normed measures for Mathematics and Basic Communication (Written).

## *Faculty Senate Bulletin*

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OF NEW YORK

UNIVERSITY FACULTY SENATE

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## President's Corner



President Joe Hildreth

### Budget

On January 20, 2004, Governor Pataki presented his budget for the new year. SUNY did fairly well compared to other state agencies which received a 5-10% cut. SUNY's year-to-year budget was actually up 6 million dollars. This is because the Governor's budget picks up the cost of employee benefits. You probably remember that last year these negotiated increases were approved but not funded by the state.

Last year SUNY's portion of the capital plan (the part used for the construction and maintenance of academic building) was not released by the legislature. This problem was created in part by the dispute over how specific each campus allocation was to be reported. SUNY wanted to report the total dollar amount assigned to each campus in order to provide for some flexibility. This year, SUNY has agreed to specify the dollar value of each project per campus. As a result, the System expects the full 1.8 billion (which is 300 million more than last year) to be released.

Governor Pataki has established a 350 million dollar additional fund for capital construction. For this money, SUNY must compete with the private colleges of New York State. It will be administered by a board that is composed of four appointments by the legislature and three by the governor. Applications will require a 3 to 1 campus match. Neither SUNY nor the independent colleges will be able to receive more than 2/3rds of the total fund.

Finally, Chancellor King has requested an additional 50 million dollars from the Legislature. If these funds are received, campuses can expect to receive full funding from the Budget Allocation Process formula (BAP).

### Tuition

Chancellor King is proposing a small, yearly tuition increase which would be linked to the percentage of increase in the Higher Education Price Index. Based on past increases, this would amount to \$150-\$200 per year. This could only happen if the State would agree to maintain state support at its current level and to fund negotiated collective bargaining increases. This proposal is very similar to the University Faculty Senate recommendations found in the report of the Task Force on Rational Fiscal Policy: Pathway to Excellence (January, 2003). The UFS endorsed this report without dissent.

One interesting feature of the Chancellor's proposal is to keep SUNY tuition at the same level for 4 years for each entering class. If this were to happen, a student entering SUNY in the fall of 2005 could expect to pay the same tuition for all four years. Tuition would go up for the students who first entered in the fall of 2006, but it would remain at that level for four years.

### New SUNY Allocation Formula

Discussions are in a very early stage for a new funding formula for SUNY. This new formula would replace the BAP process which has been used for the past few years. BAP was designed for a steady or increasing New York State budget. It does not work when the budget decreases as it did last year. As a result, the formula produced significant increases for some campuses and significant decreases for others. In order to be fair, SUNY System Administration decided to take a portion of the increases and give them to the campuses with decreases.

SUNY needs a funding formula that will work with a decreased, steady or increased budget. The past funding formula was performance driven. The formula drivers were enrollment, sponsored research and retention. When the new committee funding formula is established, the University Faculty Senate will be represented. Campus budgets for 2004-2005 are expected to remain the same as last year. Once the new formula is established, it will be phased in gradually.

### Assessment

The campus-based assessment designed for improvement is mostly complete. Of the 57 campuses that are eligible, only 2 or 3 have not been approved by the General Educa-

tion Assessment Review group. Based on the responses presented at the recent SUNY General Education Assessment Conference, campus-based assessment for improvement is a success, a point echoed by the SUNY Provost when he declared at the Senate's Winter Plenary in Oswego that "campus-based assessment was a huge success."

A proposal which calls for a revision of existing campus-based plans will be discussed and voted up or down at our April 22-24, 2004 Spring Plenary meeting. This proposal, along with an explanatory introduction, is presented in its entirety in this issue. Please take the time to examine this new plan. It is very important that the Senate makes an informed vote on this important issue.

### Levin Institute

I met with President Garrick Utley in order to discuss the current situation of the Levin Institute. During our meeting we discussed the mission, funding, faculty and goals for the Institute. Currently, the Faculty Senate has two representatives on the curriculum committee of the Institute. In addition, we have appointed a faculty member for the Institute's search committee for the Academic Vice-President. President Utley will address the University Faculty Senate during our Spring Plenary at Upstate Medical in April. SUNY Upstate Medical is located in Syracuse, NY.

### Teacher Education

The implementation of the "New Vision in Teacher Education" initiative is mostly complete. Of the 15 campuses with teacher certification programs, most have completed curricular changes required for the program. The basic features of the New Vision initiative are:

1. 100 hours of pre-student teaching field experience.
2. 75 days of student teaching.
3. Major or concentration directly related to the elementary curriculum.
4. Jointly registered student teacher program.
5. Alternative teacher education program.

The teacher education template is nearly complete. It is designed to assist students transferring from our 2-year colleges into teacher education programs. In order for the template to be used, a two-year college will need to have its teacher education program approved. In addition, SUNY is

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# SUNY AT FIFTY-FIVE

Marvin LaHood, Co-Editor  
Distinguished Teaching Professor,  
College at Buffalo

## Introduction

**We believe that it is important and useful to our colleagues to periodically summarize the history of SUNY in order to give perspective on where we have been, where we are now, and where we are going.**

When SUNY was established in 1948, it was the last state university. Why so late? Its creation even then was opposed by the private higher education sector in New York State and other groups. In 1862, the Morrill Land Grant College Act gave federal land script for the establishment of public higher education featuring study in agriculture and the mechanic arts. New York State decided in 1865 to designate a new private university, still in the planning stage, to be named after N.Y. State Senator Ezra Cornell, as its land grant university. The only other state to designate a private institution (M.I.T.) as its land grant institution was Massachusetts.

New York State did, however, support some public higher education. By World War II, eleven state teachers colleges had developed from normal schools. The State also supported eleven two-year technical or vocational institutes, and seven specialized colleges around the state. Additionally, New York City had its four city colleges: Brooklyn, City, Hunter, and Queens, restricted to city residents. But there were no public liberal arts programs outside New York City, no comprehensive public doctoral and research institutions, and no community colleges. There were, however, regional private universities in Syracuse, Rochester, and Buffalo, and a number of private universities in the New York City area including Columbia, Fordham, N.Y.U., and ST. John's. The existence of Cornell's land grant colleges, and the City of New York's public and private universities had impeded the development of SUNY for decades.

To address the lack of adequate public higher education in the state, Governor Thomas E. Dewey and the legislature created a blue-ribbon committee called the Temporary Commission on the Need for a State University chaired by Owen Young. After eighteen months, the Young Commission concluded that the state was critically short of low-cost, geographically accessible institutions of higher education. As a result, the State University of New York was established

on 1 July 1948. Alvin Eurich was chancellor; Thomas E. Dewey, governor. Initially it brought together thirty-two units. Its core consisted of the eleven "state teacher's colleges": Albany, Brockport, Buffalo State, Cortland, Fredonia, Geneseo, New Paltz, Oneonta, Oswego, Plattsburgh, and Potsdam. Eventually three more units were added to what were later known as "university colleges": Purchase (1967), Old Westbury, operated as an experimental program from 1965-1967, and begun permanently in the fall of 1971, and Empire State (1971).

SUNY, from its beginnings in 1948, also included six colleges of agriculture and technology: Alfred, Canton, Cobleskill, Delhi, Farmingdale, and Morrisville.

The five "statutory colleges" at two private universities were also included when SUNY was born: Ceramics at Alfred U.; Agriculture and Life Sciences (originally Agriculture), Human Ecology (originally Home Economics), Industrial and Labor Relations, and Veterinary Medicine at Cornell. The College of Environmental Science and Forestry affiliated with Syracuse U. and the Maritime College (now Maritime Academy) were also original members of SUNY, as were five Institutes of Applied Arts and Sciences that later became community colleges at Binghamton (Broome), Brooklyn (Brooklyn), Buffalo (Erie), Utica (Mohawk Valley), and White Plains (Westchester).

Also listed in the thirty-two original units of SUNY, although not officially transferred over until 1950, were the Upstate Medical University – originally the Geneva College School of Physicians, later the Syracuse University School of Medicine); and the SUNY Downstate Medical Center (originally the Long Island College of Medicine).

As time went on SUNY incorporated four university centers. Stony Brook was begun as a college to prepare secondary school teachers of mathematics and the sciences in 1957 at Oyster Bay. By 1962, moved to Stony Brook, it began its transition into a center. Albany, a part of the system since 1948, was designated a center in 1961. In September of 1962 the private University at Buffalo became SUNY Buffalo, and in 1965 Harpur College became SUNY Binghamton (it was founded in 1946 as Triple Cities College, an extension of Syracuse University; in 1950 it became Harpur College and was incorporated into the State University system). SUNY also added the College of Technology at Utica/Rome (technically established in 1966, accepted its first students in 1969), and the College of Optometry (1971).

SUNY eventually grew to 72 institutions: 34 state operated colleges and universities and 38 community colleges. It became the 64 institution enterprise it now is in the seventies when the Legislature transferred eight of its community colleges in the New York City area to CUNY.

SUNY Central Administration was housed in a single room in the State Education Department in 1948. By 1971 its thirty-four state operated colleges and universities and thirty-eight community colleges represented the breadth and depth, the comprehensiveness and intellectual acumen of one of the greatest university systems in the world.

That growth and comprehensiveness alone was a remarkable achievement for the state and for the leaders, both academic and political, who had the vision and drive to accomplish so quickly what other states had taken a century or more to accomplish. In a way, however, some of that catching up was very difficult. Research universities, especially, take decades to develop and mature. By the middle thirties public universities such as California, Illinois, Michigan, Minnesota, and Wisconsin had reached the point where they were considered among the finest research universities in the world. New York State never decided to develop one flagship university as these states and many others had done. SUNY spread its resources over six units: the four university centers and the two health science centers. While in some ways thereby setting a national trend away from a single flagship campus, it also made it less likely that any one unit would gain the national prominence of a California at Berkeley. Despite these restraints, all six research university units have achieved a great deal of distinction. The University at Buffalo has been elected to membership in the elite Association of American Universities, as has Stony Brook, which catapulted itself into the national spotlight by attracting internationally known scholars and researchers and developing a superb graduate program. Binghamton University gained a reputation as one of the most selective public universities for undergraduate students in the nation. The University at Albany has had great success in its high-technology endeavors.

The thirteen university colleges developed reputations that placed them in the top of such institutions in the country. Some, like Geneseo, attracted high achieving students and attained a reputation for undergraduate

Continued on page 13



## FROM THE EDITORS' DESK

*Maria Doelger*, Assistant Provost for Administration and Operations  
Campus Judicial Officer

*During the Spring Plenary of the University Faculty Senate in Syracuse on Friday, April 23, 2004, there will a presentation on "Plagiarism and ethics" sponsored by the Undergraduate Academic Programs and Policies Committee (UAPPC) of the Senate. The article below describes the experience of the Campus Judicial Officer at Stony Brook University. It is not intended to be a comprehensive view of the issue, as is also true of the presentation at the Plenary Session, but to stimulate a dialogue on the campuses of this problem that has been increasing substantially in no small measure as a result of the availability of computers and search engines. The UAPPC hopes that its presentation will encourage just such discussions.*

### **"The Dog Ate My Works Cited Page" and other tales from the Academic Judiciary**

Michael\* was the kind of student every university loves to have. He was poised, articulate, well-dressed, mature, and his academic record shone with a constellation of As. He arrived for the judiciary hearing with organized notes and copious exhibits with which to defend himself against an accusation of plagiarism. The members of the Hearing Board, used to seeing students whose nerves and guilty consciences trip them up, were not accustomed to such a polished defendant. As I read over the evidence in the case and prepared to make my opening statements I thought that surely there was a logical explanation, a misunderstanding perhaps. Yet the instructor had read Michael's paper and was troubled by a few passages. A search on "Google" had turned up a paper posted on the website of another university with striking similarities in wording, organization and conclusions. The paper was written by a student there in 1997 and thus with his suspicions mounting, the instructor was obliged to submit the accusation of plagiarism to the Academic Judiciary.

Michael's defense stunned us. This accomplished and confident student told us that the only explanation he could give us as to how the papers ended up being so similar was this: he finished his paper two weeks before it was due and stored in on

the University server. Someone must have taken it off the server and to cover his or her tracks posted it on this other university's web site with a fictitious name and date. There could be no other explanation he argued fervently. We were stunned. The outlandish claim of this stellar student stunned us. We found him guilty of academic dishonesty and while the punishment was surely upsetting to him, the case was far more troublesome to us. It cast doubt and suspicion over his entire record. Did he really earn the grades, the accolades? Would this young man, who told us his dream was to go to law school, ever admit to what we were certain was a conscious act of plagiarism? This case stands out as one of the most upsetting I have ever faced.

Michael's excuse was certainly one of the most creative I have heard. Typically we hear that the student did not intend to cheat, or didn't realize what he or she was doing was considered academic dishonesty. Some claims are outlandish, such as the student who tried to convince me that his dog ate his 'works cited' page. But most are predictable and frustrating to hear time and again. Academic dishonesty is all around us in our line of work. It is in the news, and like other forms of cheating we read about daily. Anecdotal evidence as well as systematic studies like those done by Donald McCabe of Rutgers-Newark, a leading expert in the field, tell us that it is on the rise. We blame the high schools for not teaching students the importance of academic integrity. We blame society for glamorizing those who get ahead by unethical means. We ignore speed limits. We cheat on our taxes.

From my seat at the head of the hearing table I cannot change our society, nor can I change the moral and ethical character of the students. But I can learn a great deal about the types of students that end up before me and work to put programs in place to educate them not only about Stony Brook's policies regarding academic dishonesty, but also the benefit to them of graduating from an institution with a reputation of integrity.

McCabe and others subscribe to what can be called the 10/80/10 rule. Briefly stated, it is that 10% of students will never cheat; 10% will cheat no matter what – but it is that middle 80% for which the battle has to be fought, as they will decide whether or not to cheat based on circumstance. My own corollary to this rule,

formulated in dealing with hundreds of accusations of academic dishonesty, is that cheaters come in three varieties. The most egregious are the habitual cheaters – they will cheat no matter what or when. Then there are the opportunistic cheaters – those students who will cheat if given a clear enough opportunity. But I believe the majority fit into the category I call the panic cheaters. These are students who do understand that cheating is wrong, but cave into pressure or panic and commit acts of academic dishonesty. These are the ones I feel for, but all groups need attention, and I firmly believe that attention needs to come from the ranks of the faculty, not from a campus "Judge Judy" like myself.

Faculty members are important players in promoting academic integrity and reporting acts of dishonesty. For those habitual cheaters in our student population the faculty serve as the witnesses to their transgressions. These students need to be reported and all attempts made to educate them and try to instill in them the ideals of integrity. If that fails, and it will in some serious cases, then these students need to be removed from the university. For the opportunistic cheaters faculty hold the key to not providing incentives or invitations to cheat. Well-written course expectations and course rules regarding dishonesty act as deterrents and active involvement with the students regarding assignments and exams can help reduce instances of cheating. Potential panic cheaters need to be reminded of the importance of academic integrity and that getting a poor grade is not nearly as devastating as being found guilty of academic dishonesty.

I believe that faculty involvement in the promotion of academic integrity can be very effective. Faculty must be forceful about impressing upon the students the importance of integrity in their academic work, writing clear and detailed explanations of their expectations and course rules, adding measures of deterrence such as alternate exam forms, and be willing to report all acts of academic dishonesty so that students can be educated and, hopefully, avoid a more serious infraction later in their careers. That vulnerable 80% is counting on you to help them negotiate their academic career with an awareness and appreciation for honest work.

*\*Note: The name of the student and some details of the case have been altered to preserve necessary confidentiality.*

# 2003-2004 RESOLUTIONS

To: University Faculty Senate  
From: Executive Committee  
Date: October 25, 2003  
Subject: **Regarding MOU on Value-added Assessment**

## RATIONALE

*Whereas*, The University Faculty Senate has long supported University-wide campus-based assessment of General Education; and

*Whereas*, The SUNY System Administration has worked cooperatively with the University Faculty Senate and the Faculty Council of Community Colleges to establish the General Education Assessment Review (GEAR) committee to oversee the campus-based assessment process; and

*Whereas*, SUNY campuses have long-established quality General Education programs and implemented the GEAR-approved assessment plans, which Provost Salins called a "huge success" and a "remarkable accomplishment"; and

*Whereas*, Each SUNY campus is unique, having different missions, admissions standards, student populations, and means of satisfying the SUNY General Education requirements; and

*Whereas*, Accrediting bodies such as the Middle States Commission on Higher Education recognize the diversity of campus programs within a state system and assess the performance of the individual campuses and not the state-wide system; and

*Whereas*, National experts on assessment (e.g., Dr. Barbara Cambridge, former Director of Assessment for the American Association of Higher Education, and Dr. Peter Ewell, Senior Associate of the National Center for Higher Education Management Systems), and a recent report of the Institute for Higher Education Leadership and Policy of the California State University have argued that academic assessment is best done at the campus and not system level; and

*Whereas*, Dr. Candace Young reported at the 135th Plenary Meeting of the University Faculty Senate on the nature and success of the nationally recognized campus-based assessment program at Truman State University; and

*Whereas*, The specific requirement in the draft Memorandum of Understanding on Value-Added Assessment (September 26, 2003) for common measures across the campuses of SUNY would undermine fundamental principles of academic excellence by discouraging pedagogical creativity and innovation; and

*Whereas*, General Education occurs over a student's entire academic career, and since students take individually diverse pathways through the available educational programs, including coursework at other institutions of higher education, internships, and study abroad programs, attempting to test this diversity in the manner proposed in the draft Memorandum of Understanding on Value-Added Assessment (September 26, 2003) is academically unwise and unsound; and

*Whereas*, The costs of such a program would be considerable and would have to come from SUNY's zero-sum budget in an economic environment that already restricts the ability of campuses to carry out their academic missions; and

*Whereas*, The June 17 Resolution on Assessment of Student Learning Outcomes of the Board of Trustees has offered no academically compelling reasons, evidence or problems that warrant its approach to assessment; therefore

## RESOLUTION

*Therefore, be it resolved* that the University Faculty Senate respectfully requests that the Board of Trustees suspend implementation of its June 17 Resolution on Assessment of Student Learning Outcomes in order to engage in a substantial dialog among representatives of the Provost's Office, the Board of Trustees, and faculty governance regarding University-wide campus-based assessment;

*Be it further resolved* that the University Faculty Senate cannot support the proposed Memorandum of Understanding on Value-Added Assessment dated September 26, 2003 but does support an ongoing discussion which will produce a mutually acceptable process of University-wide campus-based assessment;

*Be it further resolved* that the University Faculty Senate reaffirms its long-standing commitment to University-wide campus-based assessment, and will urge campuses to continue to implement their GEAR-approved General Education assessment plans; and

*Be it further resolved* that in the best interests of the education of our students, and the State University of New York, the University Faculty Senate invites the Board of Trustees and SUNY System Administration to continue to discuss the assessment of foundational skills in General Education. This may include externally referenced measures of the campus's choice that provides for campus responsibility and System Administration oversight.

135-03-01

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To: University Faculty Senate  
From: Awards Committee  
Date: October 25, 2003  
Subject: **Medallion**

## RATIONALE

*Whereas* the distinguished ranks are the highest ranks in SUNY; and

*Whereas* in academic processions academics wear regalia emblematic of their degree and institution; and

*Whereas* Chancellor's Award recipients are honored with a medallion; and

*Whereas* no such visible symbol of the distinguished ranks is currently available

## RESOLUTION

*Therefore, be it resolved* that SUNY award an appropriate medallion to all those who have and will attain the rank of distinguished.

135-01-1

# 2003-2004 RESOLUTIONS *continued*

To: University Faculty Senate  
From: Awards Committee  
Date: October 25, 2003  
Subject: **Distinguished Service Professor**

Awards Committee  
January 31, 2004

## **University Faculty Senate Outstanding Service Award**

### **RATIONALE**

Whereas the distinguished service professorship is the highest rank in SUNY honoring faculty service; and

Whereas faculty governance is one of the most important aspects of an academic enterprise dedicated to the ideal of collegiality; and

Whereas there is no explicit language in the DSP guidelines indicating that service in faculty governance is one of the criteria that may be considered

### **RESOLUTION**

Therefore, be it resolved that the main paragraph in the DSP guidelines under "Criteria" be expanded as follows: "and may include exceptional leadership in local and system-wide faculty governance."

135-02-01

- Nominations by any member of University Faculty Senate.
- Recipient to be chosen from nominees by University Faculty Senate Executive Committee.
- All persons who have worked on the Senate are eligible.
- Executive Committee to:
  - Present plaque
  - Write commendation
  - Plan ceremony (probably at Plenary Friday dinner)
  - Solicit letters of commendation
  - Invite special guests
- Criteria established by Awards Committee.

Resolution 136-02-01

## **Motion for the University Faculty Senate Meeting**

January 30-31, 2004

In response to resolutions by the SUNY University Faculty Senate and the SUNY Faculty Council of Community Colleges, the SUNY Board of Trustees has agreed to "pause" in the implementation of their resolution of June 17, 2003 on assessment. In addition, Chancellor King has invited the SUNY faculty governance bodies to "take the lead in developing a draft of a revised proposal..." to present to the Board at its meeting on January 27, 2004. Consequently, the Executive Committee recommends that the University Faculty Senate accept Chancellor King's offer to continue discussions on "University-wide campus-based assessment" with the aim of developing a proposal on assessment that is acceptable to the SUNY Faculty, System Administration, and the Board of Trustees. The Executive Committee also recommends that the University Faculty Senate, in consultation with the Faculty Council of Community Colleges, establish a committee to continue dialogue and develop a proposal on assessing the foundational skills of General Education by March 31, 2004 so that it can be submitted to campus governance bodies for their views in order to be presented and voted upon by the Senate at its 2004 Spring Plenary session.

Resolution 136-01-01

Awards Committee  
Sense of Senate Resolution  
Oneonta Plenary Meeting  
January 31, 2004

## **Recommended Uses of Distinguished Ranks on Campus and Across System**

Campus based:

- Serve as mentors for faculty.
- Take part in professional development workshops/presentations.
- Give presentations in "distinguished lecture series."
- Serve on presidential advisory councils.
- Participate in campus selection of candidates for president's and Chancellor's awards, distinguished ranks, and honorary degrees.
- Give presentations to prospective students/parents; alumni; and to enhance visibility of campus in community.

System-wide:

- As visiting lecturers (all distinguished professors will be queried as to availability and topics-expenses to be covered by inviting campus).
- In advisory, consultative, and representational capacity in SUNY endeavors in national and international relationships, with the media, and with other colleges and university systems.

Special attention should be given to using Distinguished Professors in their areas of expertise.

Resolution 136-03-01

*Continued on next page*

To: SUNY University Faculty Senate  
 From: UFS Governance Committee  
 Date: January 31, 2004  
 Subject: **Resolution: Campus Recognition of Campus Governance Leaders**

**RATIONALE**

Whereas the practice of faculty governance is a deeply held value by the State University of New York system and its individual campuses; and,

Whereas by long standing tradition, the Campus Governance Leader ceremonially represents and formally speaks for a campus faculty as a whole; and

Whereas a survey of the SUNY Campus Governance Leaders indicates that these two roles are acknowledged and supported at significantly varying levels by local campuses;

**RESOLUTION**

Therefore be it resolved that the University Faculty Senate recommends to the Chancellor and Provost that each SUNY campus

- Designate its Campus Governance Leader, or her/his designee, as an ex-officio member of appropriate administrative committees that deal with campus-wide academic policies, planning and operations,
- Designate its Campus Governance Leader, or her/his designee, as its faculty representative in appropriate campus-wide academic ceremonies.

135-04-01

To: SUNY University Faculty Senate  
 From: UFS Governance Committee  
 Date: January 31, 2004  
 Subject: **Resolution: Campus support of local faculty governance bodies**

**RATIONALE**

Whereas the practice of faculty governance is a deeply held value by the State University of New York system and its individual campuses; and,

Whereas local faculty governance is most effectively carried out by an adequately supported local faculty governance body; and

Whereas a survey of the SUNY Campus Governance Leaders indicates that significantly varying levels and kinds of support are made available to local faculty governance bodies by local campuses;

**RESOLUTION**

Therefore be it resolved that the University Faculty Senate recommends to the Chancellor and Provost that meaningful support be made available by each SUNY campus for its faculty governance body to consist of:

- Appropriate release time for the Campus Governance Leader with a commitment to cover that course (or a reasonable stipend in lieu of release time),
- Provision of secure space for the retention and preservation of the local faculty governance body's archives, both paper and electronic,
- Reasonable support for the secretarial, office, and professional. functions of the local governance body, e.g., phone, computer, web space.

135-05-01

developing a web site which aligns 2-year college courses with appropriate upper division courses. The experimental web site is basically an on-line articulation agreement.

**Art Exhibitions**

At this time we have organized, displayed and hosted five SUNY-wide student art exhibits. The current exhibition is the 2004 Spring SUNY Student Art Exhibition. For this exhibit we received 105 works from 23 campuses across the system. Our biggest show yet. The quality of the work was excellent. In addition, we have organized and presented seven faculty exhibitions. Currently, SUNY Cortland faculty have their work on display.

**Faculty Development Task Force**

Provost Salins asked me to co-chair the Faculty Development Task Force. After two years of work and two System-wide surveys, the Task Force is now working on the draft of a report. The report will feature "best practices" examples that campuses use in their faculty development activities. The traditional areas of research, service, continuing growth and awards recognition have been studied. It is hoped that the final report will be able to be distributed to campuses next Spring.

**Faculty Misconduct in Research Policy**

Finally, the University Faculty Senate has agreed to review Chancellor King's proposed policy on Faculty Misconduct in Research. The Chancellor's policy focuses on what should be done once a faculty researcher has been judged to have been guilty of misconduct in research. An example of this would be plagiarism. It is expected that the UFS Governance Committee will report back to the Senate next fall.

As you can see, the University Faculty Senate has been very busy this year. I am most grateful to the faculty who have unselfishly donated so much time and energy so that we could take action on these important issues.

Best wishes,



selectivity exceeding that of most research universities, in the state or elsewhere. *U.S. News and World Report* and other publications listing "best value" institutions across the country often rate a number of SUNY institutions high on their list. Binghamton and Geneseo have regularly ranked in the top ten. Recently, Stony Brook has tied for second with California, Santa Barbara, in an objective rating of public research universities. SUNY has graduated over 1.5 million students, most of whom reside in New York State. Forty percent of graduating high school seniors in the state attend SUNY. Before 1948 just twelve percent of high school students in the state went to college; now seventy-five percent attend.

SUNY has triumphed over every obstacle in its ascent to national prominence. It has offered across the state quality education in every field at an affordable price. While New York State ranks near the bottom of the fifty states in its per capita expenditure on public higher education, it ranks near the top in several academic categories. This is a story that bears repeating because the continued success of SUNY can only be maintained, and even enhanced, with the continued dedication and support of all of SUNY's employees, students, and stakeholders. Most especially, it depends greatly on the political advocacy, intellectual vision, and budgetary support of the Board of Trustees, who bear the fiduciary responsibility for maintaining and enhancing the quality of public higher education in New York State. An appropriate level of support and commitment to excellence and access cannot be taken for granted. Thus, delineating the problems and suggesting appropriate solutions has been and is the focus of the University Faculty Senate. This is no easy task, and its success will depend on the constructive involvement of all those concerned within and outside the SUNY family.

Acknowledgments:

D. Bruce Johnstone, University Professor of Higher and Comparative Education, SUNY Buffalo.

*The New York Red Book* (1949, 1950, 1951, 1952).

*Sixty-Four Campuses: The State University of New York to 1985* (1985).

*SUNY 2000* (1991).

## 2003-2004 Standing Committee Activities

### Awards Committee

- Its Chancellor's Award for Excellence in Faculty Service similar to the Chancellor's Award for Excellence in Teaching was activated September 2003.
- The criteria for Distinguished Service Professor now includes the following consideration; "may include exceptional leadership in local and system-wide faculty governance," (for 2004-2005 award year).
- It has voted to present a medallion to distinguished faculty awardees.
- It has prepared a list of the recommended uses of distinguished faculty to enrich SUNY's academic enterprise. Presented at the Oneonta Plenary meeting.
- It has prepared a procedure for awarding a University Faculty Senate Outstanding Service Award. Presented at the Oneonta Plenary.
- It continues to award annual grants under its Conversations in the Disciplines

### Governance Committee

- Campus resources for support of the local faculty governance process
- Process and procedures for local governance and faculty participation in evaluation of campus administration
- Update of university faculty senate governance handbook

### Graduate and Research Committee

- Faculty Senate and SUNY Research Foundation sponsored conference on "Funding Your Scholarly Work: A Workshop on Getting Grants." April 2-3, 2004, Albany NanoTech at University at Albany.

### Operations Committee

- "The Big Dig – Faculty salaries and positions vs. administrative salaries and positions"
- "Labor Market Analysis and SUNY Grads – Are we Meeting the Needs of the State"
- The faculty budget handbook
- Gender study of faculty grades
- White paper – Energy Needs of SUNY

### Public Information Committee

- Getting the University Faculty Senate website developed by Senator Melissa Bishop on-line and running. This involves transferring archived material from two previous incarnations of the site to the new site, and ensuring that all existing URL references to the website point to the new site.
- Establish processes for posting materials to the website. This action item includes posting oversight by the Senate President (Joe Hildreth), training for the Senate Secretary (Carol Donato), and operational processes developed by the site webmaster (Melissa Bishop).
- Assist Carol in reducing paperwork sent to senators by posting forms as appropriate.

In addition, the committee has begun work to develop "Campus Snapshots" to be posted to the website. SUNY Colleges at Oneonta and Cortland will serve as prototypical examples.

### Student Life Committee

- Greek Life in the SUNY System
- Cooperation with undergraduate committee on student retention
- Examination of National Survey of Student Engagement for use as an assessment instrument

### Undergraduate Committee

- The issue of plagiarism; the committees' efforts will result in a panel discussion of "Plagiarism and Ethics" at the Spring 2004 Plenary Session.
- Acquiring necessary demographic data on projected SUNY undergraduates over the next decade or so, and analyzing whether these data suggest any necessary changes in academic programs and student services.
- Analysis of the SUNY Learning Network, including the approval process for courses and methods of assessing its success.

Also working on 1) examining issues of retention and attrition; (2) exploring the possibility of creating a "guidebook" and "template" regarding transfer issues; and (3) studying the nature of internships/service learning/experiential learning.

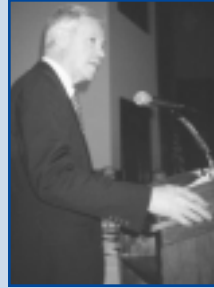
# The Plenary in Pictures . . .



Joe Hildreth, Senate President; Jim Varner, Alfred Ceramics; Tim Phillips, Cortland; Gary Kitzmann, New Paltz; Anne Donnelly, Cobleskill; and Norm Goodman, Stony Brook.



Joe Hildreth welcomes colleagues to the 2003 Plenary Meeting at Oswego.



System Administration Provost Peter Salins addresses the Senate.



Marvin LaHood, Buffalo State; Ken O'Brian, Brockport; and Dr. Peter Salins, System Administration.



Candace Young of Truman State University.



Norm Goodman, Stony Brook; Justin Giordano, Empire State College; and Runi Mukherji, Old Westbury.



Paul Brodsky, Optometry; Peter Nickerson, Buffalo University; and Peter Knuepfer, Binghamton.



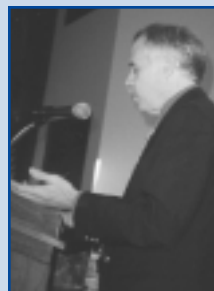
Senate Vice President/Secretary Jim McElwaine of Purchase College.



Dick Collier, Albany; Achim Koedderman, Oneonta; Jim McElwaine, Purchase; Runi Mukherji, Old Westbury; Paul Brodsky, Optometry; and Tim Phillips, Cortland.



Susan O'Malley, Chair of the CUNY Faculty Senate.



Brian Stenson of SUNY System Administration.



Larry Labinski, Buffalo University; Judith Adams-Volpe, Buffalo University; Peter Nickerson, Buffalo University; and George Tortura, Stony Brook.

## Oswego, 2003

# UNIVERSITY FACULTY SENATE ♦ 2003-2004

## Executive Committee

**Joseph Hildreth**-President (Potsdam)  
**James McElwaine**-Vice President/  
 Secretary (Purchase)  
**Richard Collier**-Immediate Past  
 Vice President/Secretary (Albany)  
**Edward Alfonsin**-Parliamentarian  
 (Potsdam)  
**George Tortora** (Stony Brook)  
**Timothy Phillips** (Cortland)  
**Anne Donnelly** (Cobleskill)  
**Peter Knuepfer** (Binghamton)  
**Kathleen Jacquette** (Farmingdale)  
**Donald Steven** (System Admin.)  
**Kenneth O'Brien**-Campus Governance  
 Leader Convenor (Brockport)

## University Faculty Senators

**SUNY System Administration** Andrea Benschoff  
 Donald Steven

### UNIVERSITY CENTERS

**Albany** Richard Collier  
 Edward Turner  
**Binghamton** Susan Repine  
 Peter Knuepfer  
**Buffalo Univ.** Judith Adams-Volpe  
 William Baumer  
 Marilyn M. Kramer  
 Peter Nickerson  
**Stony Brook** Melissa Bishop  
 Norman Goodman  
 Ram Srivastav  
 George Tortora

### UNIVERSITY COLLEGES

**Brockport** Melissa Brown  
 Dena Levy  
**Buffalo College** David Carson  
 Cherry Searle  
**Cortland** Timothy Phillips  
**Empire State** Michael Andolina  
**Fredonia** Robert Rogers  
**Geneseo** William Gohlman  
**New Paltz** Gerald Kitzmann  
**Old Westbury** Maureen Dolan  
**Oneonta** Achim Koeddermann  
**Oswego** Luther Peterson  
**Plattsburgh** Raymond Guydosh  
**Potsdam** John Cross  
**Purchase** James McElwaine

### HEALTH SCIENCE CENTERS

**Brooklyn** Henry Flax  
 Bill Soloman  
**Syracuse** James Vossler

### COLLEGES OF AGRICULTURE AND TECHNOLOGY

**Alfred** Bob Brumm  
**Canton** Karen Spellacy  
**Cobleskill** Anne Donnelly  
**Delhi** John Taylor  
**Morrisville** J. Thomas Hogle

### SPECIALIZED COLLEGES

**Environmental Science  
 and Forestry** Scott Shannon  
**Farmingdale** Kathleen Jacquette  
**Maritime** Barbara Warkentine  
**Optometry** Paul Brodsky  
**Utica/Rome** Douglas Eich

### STATUTORY COLLEGES

**Alfred Ceramics** Peer Bode  
**Cornell (Agriculture &  
 Life Sciences)** David R. Lee  
**Cornell (Human  
 Ecology)** Rachel Dunifon  
**Cornell (NYS Industrial &  
 Labor Relations)** William Sonnenstuhl

## Standing Committees

### AWARDS COMMITTEE

**Justin Giordano**-Co-Chair (Empire)  
**Marvin LaHood**-Co-Chair (Buffalo Col)  
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**Kormi Swaroop Kumar** (Potsdam)  
**Gary Marotta** (Buffalo College)  
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**Harry Watters**-Co-Chair (Fredonia)  
**Justin Alger** (Buffalo University)  
**Melissa Brown** (Brockport)  
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**Mercy Mathew** (Buffalo University)  
**Michael Small** (Buffalo University)  
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**Melinda Karnes**-Co-Chair (Fredonia)  
**Susan Bastable** (Syracuse HSC)  
**John DeNisco** (Buffalo College)  
**Janet Nepkie** (Oneonta)  
**Cherry Searle** (Buffalo College)  
**Malcolm Sherman** (Albany)  
**Jennifer Smith** (Student)  
**Evelyn Tropper** (Plattsburgh)  
**Kathryn VanArnam**-Liaison (Sys. Adm.)

### FACULTY SENATE

#### BULLETIN CO-EDITORS

**Vincent Aceto** (Albany)  
**Norman Goodman** (Stony Brook)  
**Marvin LaHood** (Buffalo College)

## Campus Governance Leaders

### UNIVERSITY CENTERS

**Albany** Marjorie Pryse  
**Binghamton** Richard Eckert  
 Ross Geoghegan  
**Buffalo Univ.** Peter Nickerson  
 Larry Labinskil  
**Stony Brook** Brent Lindquist

### UNIVERSITY COLLEGES

**Brockport** Kenneth O'Brien  
 (Convener)  
**Buffalo College** Howard Reid  
**Cortland** Jeffrey Walkuski  
**Empire State** Leslie Ellis  
**Fredonia** Joe Chilberg  
**Geneseo** Charlie Freeman  
**New Paltz** Barbara Hardgrave  
**Old Westbury** Kate Velsor  
**Oneonta** Joshua Rosenthal  
**Oswego** Susan Camp  
**Plattsburgh** Ellen Fitzpatrick  
 Paul Johnston  
 Raymond Guydosh  
**Potsdam** Jessica Suchy-Pilalis  
**Purchase** Graham Ashton

### HEALTH SCIENCE CENTERS

**Brooklyn** None  
**Syracuse** Paula Trief  
 Steven Youngentob

### COLLEGES OF AGRICULTURE AND TECHNOLOGY

**Alfred** Jeffrey Johnston  
**Canton** Ken Erickson  
**Cobleskill** Angelika Hoehner  
**Delhi** Lynn Domina  
**Morrisville** Diane Tice

### SPECIALIZED COLLEGES

**Environmental Science  
 and Forestry** Scott Turner  
**Farmingdale** Kathleen Jacquette  
**Maritime** Shmuel Yahalom  
**Optometry** Patricia Modica  
**Utica/Rome** Lori Kane

### STATUTORY COLLEGES

**Alfred Ceramics** Scott Misture



# SUMMARY, SPRING PLENARY

(Upstate Medical University, Syracuse, April 22-24, 2004)

## Assessment Resolution Passes

On Friday, April 23, 2004, the University Faculty Senate overwhelmingly voted to accept the new proposal on Strengthened Campus-based Assessment. There were only 6 dissenting votes.

The debate on the issue lasted two hours. The tone of the discussion was civil and respectful of the opinions of others. The Senate chose to take the high road in the expression of differences of opinion. It was an excellent debate.

Dr. Patty Francis, Professor of Psychology at SUNY Cortland (whose research interest is assessment) provided the group with an overview of the components of the new plan. Many questions were asked and answered.

The Senate was persuaded that this plan was a good compromise for both the Senate and the SUNY System. As Chancellor King said "I know you are not getting everything that you want and I am not getting all that I want, but this is an example of working together for the good of the System."

In my view as President of the Senate, I see this as a victory for shared governance. I know that the influence of faculty has significantly helped to shape this new approach to assessment. We can expect to be full partners in other System issues and policies in the future. I am deeply grateful to everyone who helped us to find the common ground on this difficult issue.



### **Neil D. Levin Institute of International Relations and Commerce**

Garrick Utley, former broadcast journalist for NBC, ABC, and CNN and currently President of this new SUNY Levin Institute in Manhattan, reported on the Institute's proposed M.A. in International Relations with concentrations in International Relations, Commerce, Finance, Law, Transportation Management, Public Administration, and Global Security Studies, as well as executive and professional certificate programs in a variety of international fields and special training in foreign languages and culture. Until the Levin Institute has received approval of its programs from SED, it will utilize existing relevant programs from a variety of SUNY campuses. It is presently funded by a special appropriation from the NYS Legislature and corporate donations. It will initially have a small core faculty and draw upon adjuncts from SUNY campuses and experts in the field.

### **Chancellor Robert King**

As he usually does, Chancellor King addressed the Senate and reviewed the various activities of System Administration. He complimented the Senate on its serious and collegial contribution to finding a mutually acceptable process of assessing the building blocks of general education. He indicated strong support for the proposal before the Senate that was to be discussed and voted on later that day; *see box at left for information about the assessment discussion and vote.*

### **Sector Meetings**

Traditionally, the Senate holds short meetings by the various sectors to share useful and relevant information and discuss matters of common concern. These discussions ranged over many issues but special attention was given to the issue of assessing the building blocks of general education. In addition, sector representatives to the Senate's Executive Committee were nominated at this time.

### **Panel Presentation on Ethics and Plagiarism**

The Undergraduate Academic Programs and Policies Committee sponsored a panel discussion on plagiarism by undergraduate students. The panelists were Professor Donald McCabe (Rutgers University), William Morris (Potsdam), Professor Thomas Mackey (Albany), and Stephanie Gross, President of the SUNY Student Assembly and a member of the SUNY Board of Trustees. Several studies of the various forms of plagiarism, attitudes toward it, conditions that appear to foster it, and suggestions for reducing it were presented and discussed.

### **Resolutions**

A resolution by the SUNY Student Assembly on a "tuition plan" was discussed and, given its complexity, it was decided to review it again at the Fall Plenary. Several other resolutions were approved: (1) to support NYS Assembly bill A-07141 to have the President of the Senate be a non-voting member of the Board of Trustees as long as the Student Trustee retains voting status; (2) to establish a \$500 Ram and Seema Chugh University Faculty Senate Award for Outstanding Service; (3) to have the Chancellor re-engage in the discussions of the proper administrative structural arrangement between Alfred University and the New York State College of Ceramics at Alfred University; and (4) to support NYS Assembly bill A-8941 or its equivalent successor bill that increases penalties for hazing. A resolution to require that membership on the General Education Assessment Review (GEAR) group and the Advisory Council on General Education (ACGE) be rotated on a 3-year basis was referred to the Executive Committee to clarify the entire process of membership selection for these groups; the Executive Committee is to report to the Fall Plenary on this topic.