University Senate
5 May 2014
3:30 PM
Wang Lecture Hall 2

I. Approval of the Agenda
II. Approval of the April 2014 Minutes
III. Report from the President of the Senate
IV. Third Reading of Proposed Change to the Constitution
V. Resolution on Extra Teaching (T. Robertazzi)
VI. Stony Brook Curriculum Minimum Grading (D. Assanis)
VII. First Annual University Senate Service Awards (E. Feldman)
VIII. Thank You Jerry Stein (J. Stein)
IX. Impact of the Budget on SBU (S. Stanley)
X. Report from the Provost (D. Assanis)
XI. East Campus Report (K. Kaushansky)
XII. Report from the May 2014 University Faculty Senate Plenary Meeting (TBD)
XIII. Report from the UUP May DA (A. Shertzer)
XIV. New Business
XV. Old Business
XVI. Adjourn
Attachments

3. April 2014 Minutes (II)
7. May 2014 University Senate Bulletin (III)
11. Proposed Change to the Constitution (IV)
12. Resolution on Minimum Compensation for Extra Servide and Adjunct Teaching (V)
13. Supporting Documentation for Resolution on Minimum Compensation (V)
University Senate
Minutes
April 7, 2014

I. Approval of tentative agenda: approved.

II. Approval of minutes from March 3, 2014: approved.

III. Report from the Senate President (F. Walter)

- We have four candidates for the position of Secretary/Treasurer. They are Thomas
  Robertazzi, Robert Kelly, Kathy Monahan and Eduardo Mendieta.
- Hope to have the Ad Hoc Interdisciplinary Personnel Policy Committee staffed in a week
  or two.
- Elections for the Senate and Senate standing committees will start by April 14th. There
  are still a number of open positions on committees. Please write yourself or a
  colleague in one of the open positions.

IV. Second Reading of the Proposed Change to the Constitution (F. Walter).

- Change in constitution: the word Secretary will now appear as Secretary/Treasurer.

V. Election of Secretary/Treasurer

- Each candidate introduced themselves and stated their case for the Secretary/Treasurer
  position.
- The winner must be chosen by a majority of the Senators present and voting. If no
  majority is reached, the lowest vote-getter is dropped and a revote is held. Three
  rounds were needed.
- In the first round Thomas Robertazzi was voted out of candidate pool.
- In the second round Eduardo Mendieta was excluded from consideration.
- Kathleen Monahan was declared the Secretary/Treasurer for a 2 year term with 22 of
  the 42 votes cast following the third round of voting.

VI. Resolution on Extra Teaching (T. Robertazzi)

- Would like to be competitive with other institutions. Some departments at Stony Brook
  make only $3,000 for extra service.
- Other institution examples: Rutgers pays 2.5% of salary for summer courses (7.5% for a
  three credit course) and they pay adjuncts in engineering $4,000 per semester based on
  experience. Summer salaries at the University of Connecticut (Storrs) are a minimum
  rate of $4,860 for a 3 credit course with up to 8 students and pay $4,389 for adjunct
  salaries.
• There shall be minimum levels of compensation for extra service teaching for both full- and part-time faculty.
• Purpose: to attract qualified faculty to extra service teaching.
• Includes but not limited to summer and winter session teaching.
• Includes on-line teaching when it is above nominal course loads.
• Minimum support levels will initially be set at $5,000 for a 3 credit course with a proportional amount for courses with a different numbers of credits and will be indexed to the compensation levels in the Collective Bargaining Agreement.

VII. Discussion of Seamless Transfer:

Ann Moyer, Chair, Undergraduate Council: Concern is that each SUNY campus is unique with its own curriculum and courses. Some courses at other SUNY campuses may not be sufficiently equivalent to ones at Stony Brook or other SUNY campuses. The name, number and syllabus does not determine the quality and rigor of the course itself. Will transfer students to Stony Brook be prepared for its upper division courses after taking lower division courses at another SUNY campus? There needs to be a review and analysis of the details of each course to make sure the keys topics are covered. Seamless transfer will be easier for some divisions than for others.

Dan Kinney, UUP: main concern is academic freedom. Seamless transfer is a system-wide initiative. The UUP position was formed at the state-wide level. Academic freedom is contractually protected (Article 9 in the agreement between the state and UUP). There will be pressure to standardize the curriculum. The faculty have the right to design courses in their disciplines and fields. There should have been more input from faculty at the departmental level. Seamless transfer could cause difficulties for students who change majors. What UUP would like to see is member’s involvement in the review of the plans for seamless transfer and the possible consequences.

Rich Gatteau, Associate Provost for Academic Success: Been involved in this initiative for about a year. At that time SUNY asked each individual campus to identify particular majors and asked what the pathway would be from lower division courses that would be required in order to transfer to another university. SUNY Learning comments is a website that has chat rooms within each major where you can gather feedback.

Arlene Feldman, Academic Advising: The Academic Advising Office is responsible for making sure that equivalencies are in fact equivalencies. Anyone who has looked at the transfer database on the academic advising website knows that any equivalency that is listed has been given by a professor. Transfer students must send final official transcripts from all colleges and universities attended to Stony Brook. We keep adding courses to the database.

Norman Goodman, SUNY Faculty Senate: In 1972 the Board of Trustees of SUNY passed a resolution on transfer guarantee. Any student in SUNY with an A.A.S. degree can transfer to another SUNY campus. In 1996 the University Faculty Senate put together a Task Force to try
to set up guidelines for the then General Education Program. Unfortunately that was usurped by the Board of Trustees in 1998 to make it mandatory for 10 specific area courses totaling 30 credits. The faculty resisted that idea. The Provost put together a Task Force that took courses and changed them into a learning objective that was more academically appropriate. Then the Provost put together a task force called the Provost’s Advisory Committee on General Education. They met for about three years ending in 2011. To help facilitate student transfer, 1,249 faculty representatives around the system were asked to participate in further discussions of transfer paths. This resulted in 36 different transfer paths. There is wide faculty involvement.

VIII. Discussion of the Proposed School of Pharmacy (K. Kaushansky)

- Pharmacy is a growing field. New York State is underperforming. There are seven schools of pharmacy in NYS
- Initial enrollment would be small with approximately 50 students.
- Will become financially self-sufficient in approximately three years.
- Every school of Pharmacy in the US is filled to capacity.
- Anticipate the curriculum would be much like SUNY Buffalo.
- This has been vetted by the Capra, the Undergraduate Council and the Research Committee. Biggest concern is Library resources and the number of students coming in.

Motion to accept the proposal: all in favor, none opposed, no abstentions. Motion passes.

IX. President’s Report (E. Crosson)

- Operating budget is not so good. Proposed $82.2 Mil for UUP salary increase was not included. Only $7.6 Mil distributed to SUNY (SBU’s cost is $9-10 Mil).
- All three hospitals received $87.8 Mil.
- Veterans Home received $44.9 Mil.
- TAP increased to a maximum award of $5,165.
- SB to receive $83.7 Mil. For critical maintenance.
- Received $60 Mil for new Mezzanine Building.

X. Report from the Provost (B. Lindquist)

- The Chair of the Middle States Commission on Higher Education Evaluation Team will provide the Commission with a final team report by May 7th, 2014. Stony Brook has until May 14th, 2014 to respond to the report. We will find out in June about reaccreditation.
- Bill Arens will be stepping down as Dean of International Academic Programs. The Office of the Provost has initiated a national search for his replacement.
- The Undergraduate Stem Education Committee will be hosting a three day workshop in the summer.
XI. New business: no new business.

XII. Old business: no old business.

Meeting adjourned.

Submitted by:

Laurie Cullen
Secretary
April went out with a fit of coughing and sneezing as the spring pollen exploded on the scene. I encountered it on April 23 in Annapolis, where the spring arrives well ahead of its Long Island apparition. The few days before I returned sufficed for it to advance to our shores, so we could all share in the misery.

In Annapolis I was grappling with national issues (What is the proper scope of the US National Observatory? Why is Solar Physics dying as a discipline? How can we increase Congressional support for basic research? Why does the National Science Board insist on fragmentation and recompetition when there are clear efficiencies of scale to be gained from consolidation of observatories?). None of these questions are new. It is far more important to pose these tough questions than it is to expect immediate answers. Momentum of large institutions changes only slowly, but repeated applications of a small force may eventually have an effect.

Last week the politics became much more local. The SUNY Faculty Senate met in Plenary Session at Empire State College; I attended as Campus Governance Leader. (The price for breathing freely on Thursday, following Wednesday’s rains, came due immediately. The Hutch and the Bronx River parkways were both closed due to flooding; I spent over half an hour appreciating the scenery and urban art on the Cross-Bronx, while approaching the Major Deegan at a slow walking pace.)

The SUNY Faculty Senate mirrors much that is good and bad about New York State. There is much potential, and many good ideas. Chancellor Zimpher is a champion of shared governance, and shares her ideas freely. The interactions of the Senate with the Chancellor are akin to a British Parliamentary exchange. Each of the Senate Sectors (e.g., the CGLs, or the University Centers, or the Health Science Centers) prepares a list of questions for her, which she then addresses. The give-and-take is extraordinary. On the other hand, there are clear tensions between the needs of the University Centers and the needs of the Comprehensive Colleges, as well as between the upstate and downstate schools. SUNY, like the state, is large, diverse, and almost ungovernable. The questions, the answers, and the tensions, don’t change much between Senate meetings. But the nuances do.

And back on campus, the scope of the politics shrinks even further. The smaller the scope, the easier it should be to close issues. But this is not the case: the same old questions and issues continue to persist. Momentum eludes us. While a foolish consistency may indeed be the hobgoblin of little minds (R.W. Emerson), an appreciation of the Heisenberg Uncertainty Principle tells one that if your position is everywhere, your momentum is zero. If this University is to move ahead, it must make decisions and stick to them, so long as the facts warrant. The Senate Exec is mindful of its role in shared governance; we believe we provide an important level of checks and balances on the administration. With this obscure context, the Senate Exec has been asked by the Provost to reconsider an issue we had considered closed: the Stony Brook Curriculum (SBC).

That issue aside, we are in week 14 of the semester. The end is in sight. I’d been planning short celebratory Senate meeting. We will hold our first annual University Senate Service
Awards ceremony, to acknowledge and honor the extraordinary service to the Senate and to our Standing Committees put in by some of our colleagues.

But circumstances overtake us, and these there is business to attend to.

The Stony Brook Curriculum

On February 4 2013, following many months of consideration, the University Senate voted by 32-3 (with 5 abstentions) to accept the recommendation of the Undergraduate Council and require a minimum grade of C (or S) for all courses satisfying the Stony Brook Curriculum (GenEd).

The Stony Brook Curriculum, with this grading scheme, takes effect with the Fall 2014 semester.

The Provost has asked us to reopen this issue, based on a reanalysis of student grades in DEC courses. The fact is that a significant number of our undergraduates currently pass DEC courses with grades below C. The Provost fears that should all these students need to retake courses there will be an unsatisfiable demand for sections. There are also concerns that students on TAP, and that students with Athletic eligibility, may be adversely affected. Finally, this could negatively impact the President’s plan to increase the 4 year graduation rate from 49% to >60%.

The Undergraduate Council has discussed this issue thoroughly. The Senate Exec has discussed the issue, and has a much more sanguine view of the situation.

• If students know that they must get a minimum grade of C, most will put in more effort, if needed to do so. This will greatly reduce the number of potential retakes. We note that most majors require a minimum grade of C for major credit.

• We note that one goal of the SBC is to require fewer courses than does the current DEC. A student who does not get SBC credit for a course, for example by passing with a D or a C+ grade, still gets academic credit for the course, and makes progress towards graduation. The main consequence to a student who gets C- grades is to restrict the number of electives that they can take; most will never exceed 120 credits.

• SUNY requires a C minimum grade to satisfy its General Education Requirements (GER) and ensure transferability. If Stony Brook lowers its standards below this, our students may have difficulty transferring within the SUNY system.

• We recognize that there are at-risk students at Stony Brook. If the university is serious about their success, it must be willing to invest more resources in advising and tutoring services. The answer is not to lower standards.

The Senate Exec is adamant that the way to increase student success, including increasing the 4 year graduation rates, is to invest the resources necessary to ensure adequate advising and tutoring services, and to ensure section availability. Lowering standards is not an option.
I have offered a compromise, that a student in their first year in residence at Stony Brook be allowed to use one C- grade for SBC credit. The rationale is that there are students who simply adjust slowly to the demands of college, and that time will ease their transition.

The Provost will present his case to the Senate on Monday. There will be no vote on this matter until and unless the Undergraduate Council decides to revisit the matter.

2014 Senate Elections

The Senate Elections are done. The bad news is that only 195 potential voters bothered to vote; the good news is that this is nearly double last year’s turnout. This is despite the fact that polls were open fewer than 2 weeks, and that we did not make a strong effort to publicize the voting.

Winners and losers (yes, there were some contested seats) are being notified; results will be reported at the May 5 Senate Meeting. As usual, there are a number of write-ins that need to be confirmed. There are still open seats; the Senate Exec will be looking to fill these on a temporary basis.

2014 Senate Administrative Review Committee Survey

The ARC mini-survey is now open. Please register your opinions on the Senate, Club Red, on-line learning, cluster hires, diversity among the faculty and administration, and the supervisory process.

Transitions

People continue to come and go.

• Irene Stern, a stalwart member of the Senate’s Executive Committee for at least the past 4 years (representing the PEG board) has retired. We will miss her.
• Jerry Stein is retiring after 38 years at Stony Brook, most recently as Dean of Students. His contributions to improving the undergraduate experience are legion. Stony Brook would be a very different place were it not for his efforts.
• The Provost has announced that Deputy Provost Brent Lindquist will be leaving at the end of June to become Dean of the College of Arts and Sciences. Brent was President of the University Senate prior to his first stint in the Provost’s office. We wish him the best.

We too are looking for a Dean of CAS. By Tuesday the 6 finalists will have circulated through, seen campus, met with administrators, and talked with faculty. Meg Schedel, incoming President of the Arts & Sciences Senate, and I have met with the candidates, representing governance, and asking probing questions. The Provost aims to have a candidate in the job at the start of the semester. Our role as governance will be to ensure that the new dean respects the tradition of faculty/staff governance, and works clearly and openly with the appropriate governance organizations and structures.
Some time this summer I shall hand over the figurative gavel of the University Senate to President-Elect Ed Feldman. Our By-Laws are silent on when this handover occurs, so I'll be looking for a suitable Summer afternoon when we can schedule a Senate Barbecue and do the transfer of power in style.

It has been a challenge, and a privilege, to run this Senate the past 4 years. As in any organization of amateurs, a lot of the cohesion comes from the one Senate professional, Laurie Cullen, who keeps us moving forward. Much of the reason we sometime seem to be lurching forward is due to the work that is put in by the members of the Senate Exec, and the members of our Standing Committees.

*All opinions expressed above are mine, and are not those of the Senate or its Executive Committee, though they should be.*

Fred

**Contacts**
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Change to Constitution - Third Reading

In order to conform with the redefinition of the role of the Secretary of the Senate as Secretary/Treasurer, in every instance where the word “Secretary” appears in the Constitution of the University Senate it shall be replaced with the term “Secretary/Treasurer”.

Second Reading: 5 May 2014
Resolution

Resolution on Minimum Compensation for Extra Service and Adjunct Teaching (revised 4/17/14)

Be it resolved that there shall be minimum levels of compensation for extra service teaching for both full time and part time faculty. The purpose of setting a minimum is to attract qualified faculty to extra service teaching, be competitive with peer institutions and ensure economic fairness. Extra service teaching includes but is not limited to summer session and winter session teaching and teaching during the academic year beyond nominal course loads. Extra service teaching includes online teaching when it exceeds nominal course loads.

Many Northeast state schools (and private schools) have detailed policies on this subject that provide compensation that is significantly in excess of what is provided to some Stony Brook full time and part time faculty.

Minimum support levels shall be set at $5000 for a 3 credit course with a proportional amount for courses with a different numbers of credits. This level shall be adjusted annually. The purpose of this resolution is to set a minimum level of compensation; the university, colleges, departments and centers are encouraged to increase this amount for reasons of providing incentives for extra service teaching, for courses with larger enrollments and for faculty with special skills.
Rutgers:

*Summer:* There is a university wide policy that pays 2.5% of salary for summer courses per summer course credit (7.5% for a 3 credit course) up to maximums listed in a table. Maximums depend on credits per course and faculty rank. For instance, an associate professor making $100,000 teaching a 3 credit summer course receives $7,500 (the maximum for that credit amount and rank is $8,755).

There does appear to be some variation at Rutgers. For instance the English dept. reports tenured/tenure track faculty are paid 1/9 of their salary to teach a summer course. But they can not receive more than 2/9 of their salary for teaching more than one summer course.

TAs receive compensation based on semesters of teaching experience (2-3 semester’s experience yields $2,776 for a 3 credit course).

*Adjunct:* At Rutgers, adjunct compensation in electrical engineering starts at $4,000 per semester based on experience. In the English department adjuncts are paid $1560 per credit.

University of Connecticut, Storrs CT

*Summer:* There is an agreement between AAUP and the university. Faculty are paid a minimum rate of $4,860 for a 3 credit course with up to 8 students. For larger classes faculty are paid $180 per student per credit up to a maximum of 11% of their base academic salary or twice the minimum adjunct stipend, whichever is greater.

This policy appears to be followed university wide (it is followed by both Electrical Engineering and Philosophy, for instance).

*Adjunct:* The standard adjunct amount at UCONN is $4,389 but it can be higher (in Electrical Engineering it is about $6,000).

University of Massachusetts, Amherst, MA

*Summer:* The union is involved with this. The minimum compensation is $4,000 according to contract. The university has gone below this for non-union members. Some departments pay more such as the School of Management (they charge more for tuition) and the School of Computer Science ($10K for classes with reasonable enrollment, they have a different
arrangement since they are a School, not a department). The union is in talks on higher compensation and other issues such as intellectual property.

**Hofstra University, Hempstead NY**

*Summer:* There is a university wide collective bargaining agreement under which currently for each credit, assistant professors are paid $1,848, associates $1,985 and full professors $2,120.

*Adjunct:* In computer science adjuncts are paid based on rank between $1,150 and $2,200 a credit. In economics there is no typical compensation for senior adjuncts but a new adjunct assistant professor receives about $1,150 to $1,250 a credit depending on experience.

**Polytechnic/NYU Brooklyn NY**

*Summer and Adjunct:* Electrical engineering pays about $6,000-$7,000 for both summer and adjunct teaching.