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Announcements

Spring Senate Schedule Reminder (as published in Bulletin #1, page 3). Meetings take place at 4:00 PM on Tuesdays in Newton 204.

February 1

February 22 (Preceded by the All College Meeting)

March 22

April 19

Minutes of the Student Affairs Committee Meeting, October 26, 2004

[Please note that the lateness of this posting is entirely the fault of the Senate Chair.]

Committee Members Present: S. Bossung, K. Davies (chair), A. Eaton, B. Fearn, W. Freed, J. Giordano, D. Granger, K. Hannam, J. Kleinman, J. Lovett, R. McEwen, A. Muia, B. Nash, M. Pastizzo, J. Principe, A. Shelton, A. Stanley, B. Stewart, M. Sutherland, J. VanRemmen

The meeting was called to order at 4:00 pm

Old Business:

Training for students with disabilities: K. Davies reported on a meeting with B. Glass of the TLC in which they discussed possibilities for TLC workshops where faculty members can learn of ways in which to work with students with disabilities. K. Davies reported that similar workshops have been offered in the past through the TLC. Despite poor attendance at previous workshops, the TLC is willing to offer them again. B. Glass will look into incorporating input from T. Buggie-Hunt in the campus Office of Disabilities, faculty in Special Education, and the NYS Department of Education for suggestions on speakers and workshop topics. The committee recommended that the TLC first focus on workshops regarding learning disabilities. K. Davies will contact B. Gohlman and the FAC to determine if both committees should work together on this issue.

The SAC proceeded to discuss possible workshop topics. There was some confusion among faculty about whether students with mental disabilities, such as depression, are classified as disabled under the College policy for students with disabilities and whether those students should be sent to T. Buggie-Hunt for services. It was noted that emotional disabilities are included in the disability statement recommended for inclusion on course syllabi. Faculty and students are unclear about the kinds of accommodations that would be recommended for students with mental disabilities, and K. Davies will ask T. Buggie-Hunt to clarify what accommodations she would recommend. Some suggestions were: extra time or extensions on assignments, giving a grade of "I", or in extreme

circumstances, a “compassionate withdrawal” from courses which would be coordinated through the Dean’s Office.

The committee recognized that diagnosis of mental disabilities would be required for legal accommodation in classes, and emphasized the need for awareness training and workshops for faculty, staff and students. In particular, the committee recommends the development of awareness training for common mental disabilities, such as depression, that target both freshmen and upper classmen. Some possible venues for training/workshops include: during freshman orientation, through INTD 101/105 courses and the Freshman Year Experience (Celia Easton), through R.A. training, Health Guard workshops in the residence halls, and revival of the Student Mentoring program.

Campus Events & Scheduling:

Following up on the committee’s previous discussion of where students, faculty and staff get information about co-curricular and extracurricular activities and events on campus, K. Davies reported on the two web-based schedules available. Webevents (<http://webevent.geneseo.edu>) is a calendar that can be accessed through SUNY Geneseo’s homepage. Webevents is not comprehensive in nature because posting to this site is entirely voluntary. EMS (coordinated by the Office of Campus Scheduling and Special Events) is comprehensive because every event (including classes) that uses space on campus must reserve that space through the Scheduling Office. The web site for EMS (<http://events.geneseo.edu/vems2>) is not well known or easily found by students, faculty and staff, and is difficult to navigate without getting an overwhelming output. The committee recommended (1) to promote the EMS site more widely to students, faculty and staff, and (2) make the site more user friendly by enabling searches by: time of event, keyword, more descriptive sponsor types, selection of multiple sponsors, filtering out scheduled classes, and enabling an email reminder service.

Other current features of the EMS calendar which may be of use to students, faculty, and staff include: transmission of campus events to Access TV (channel 23, which is available in all residence halls, and the plasma screens located in the Union and Milne Library), voluntary in-depth descriptions of campus events, and free availability of screen space on Access TV for greater promotion of events and student activities (forms can be completed in the Office of Campus Scheduling).

New Business:

At the next SAC meeting the committee will hear from K. Davies on her conversations with B. Gohlman and T. Buggie-Hunt about Students with Disability training. Additionally, the committee will continue discussions on Academic Integrity and/or CAS.

The meeting was adjourned at 5:00pm.

Respectfully Submitted,

Kimberly Davies
Chair, SAC

Minutes: Student Affairs Committee Meeting, November 16, 2004

Committee Members Present: S. Bossung, K. Davies (chair), A. Eaton, J. Giordano, D. Granger, K. Hannam, J. Kleinman, J. Lovett, A. Muia, B. Nash, M. Pastizzo, J. Principe, A. Shelton, A. Stanley, B. Stewart, M. Sutherland, J. VanRemmen

Committee Members Absent: B. Fearn, W. Freed, R. McEwen

The meeting was called to order at 4:00 pm

Old Business:

The minutes from the previous meetings were approved.

Update on students with emotional disabilities: K. Davies discussed a meeting she had with Tabitha Buggie-Hunt from the Office of Disability Services. At this meeting, T. Buggie-Hunt reported on the use of Universal Design Theory, a relatively new theory that benefits students with disabilities, as well as other students. It was suggested that professors consider using elements of Universal Design Theory to provide equitable accommodations to all students. B. Glass from TLC once held a workshop on this subject but it was not as well-attended as she would have hoped. T. Buggie-Hunt further addressed the accommodations currently provided to students with emotional/mental disabilities. Options include flexibility in class attendance/participation, flexibility in project due dates, and assignment of a note taker. Additionally, professors should be understanding of a student's disabilities but forthright in his/her status within the course. For faculty members struggling with how best to work with students with emotional disabilities, the TLC will be offering a workshop entitled, "Disturbed and Distressed Students," on February 3, 2005 at 12:45. Heidi Levine will present this workshop.

The SAC proceeded to ask questions as to whether students with emotional/mental disabilities should see T. Buggie-Hunt in addition to consulting Health and Counseling Services. K. Davies informed the group that in certain cases, Health and Counseling Services will refer students to T. Buggie-Hunt and vice versa. If Health and Counseling Services are inundated with student appointments, they typically refer students to off-campus practitioners. This policy may deter those students in despair from getting the immediate help they need. Questions were raised as to whether there is a deductible under the student insurance plan in cases where students are referred elsewhere. K.

Davies will contact Heidi Levine to get a clear picture of the College's health insurance policies.

Other related meetings that K. Davies reported on were with student Jen Principe, assistant resident director of Onondaga Hall, and Dr. Celia Easton, Associate Dean of Students. J. Principe clarified that resident hall programs on depression/emotional disabilities, both passive and active, have been going on for a long time now. Additionally, health guards are required to sponsor programs in all of the freshman buildings (8-10 hours per building per semester). C. Easton confirmed that issues of depression and other emotional difficulties that students may face are clearly presented during Freshmen Orientation. Addressing a question from a previous SAC meeting, C. Easton clarified that "compassionate withdrawals" come from the Dean of Students, Dr. Leonard Sancilio.

While talking about students needing special accommodations, a concern was raised about ESL students and their difficulties in keeping up with coursework and class participation. The Writing Center was proposed as a method of helping international and ESL students with their written assignments. Community college courses and/or remedial courses were also suggested as possible opportunities. Concerns were additionally raised whether or not ESL students would be able to compete in the real world if they succeed here at Geneseo mostly due to an abundance of extra assistance. For example, should ESL or international students receive extra time on tests if their English is not as strong as native English speakers? The faculty of the SAC expressed that they would like to offer extra time on tests, although currently, there are no formal measures set up to implement this. A testing center, with proctors, was proposed as a resource that would be valuable to the college community. Students could go to a testing center to receive additional time on tests or to complete other assignments needing special accommodation. K. Davies said she would talk to M. Hope, Director of International Student Services, and Irene Belyakov, ESL Coordinator, about the concerns of working with ESL students.

One last concern was the fact that INTD 105 professors are not always informed when they have multiple AOP students in their classes. Because these students may need additional time and help in their coursework, planning a course accordingly is sometimes difficult. It was suggested that the AOP office assign their students to INTD 105 courses more evenly and immediately inform professors of the AOP students registered in their classes.

Update on events scheduling: K. Davies shared an e-mail from P. Koch, of the Office of Campus Scheduling and Events. P. Koch would like Virtual EMS to eventually be the only source for an online events calendar. She is open to the EMS modifications as suggested by the SAC in our last meeting. While talking with C. Easton, she expressed to K. Davies that she would be willing to include information about an events calendar to first-year students during orientation.

New Business:

Issues dealing with CAS: K. Davies expressed that, over the past few years, CAS has been improving food quality and services. Still, the SAC has a few concerns. R. McEwen believes that the TA's in the Foreign Language Department should not be forced to purchase an expensive meal plan even though they live on-campus. There was also question about where the extra money from the high food costs was going. K. Davies will meet with Ginny Geer-Mentry to further explore these issues.

Master schedule in print vs online: Faculty stated that it was difficult for freshman to work the new system. It was also unclear where they could find the website. New students were told during orientation that there would be help with spring registration in the library. This service was coordinated by J. Principe, but was not heavily used. Faculty understand the concern of too many paper copies of the Master Schedule going to waste, but suggest that a limited number of print copies be distributed to each academic department and, in particular, to faculty advisors. Faculty had hoped that there would have been a mechanism for feedback of this new system, as well as a set of detailed instructions, before it was implemented campus-wide.

The meeting was adjourned at 5:05pm.

Respectfully Submitted,

Kimberly Davies
Chair, SAC

Minutes: Research Council, November 17, 2004

Present: N. Asgary, R. Johnston, D. Baldwin, P. Pacheco, M. Rozalski, D. Johnson, S. Iyer, G. DeHart, J. Lewis, T. Hon, D. Harke, A. Eisenberg

N. Asgary called the meeting to order at 2:35 PM

Dean Johnston Research Assistantship Applications. Four applications were received; funds were available to fund up to four. N. Asgary invited any with concerns about a proposal to express them; being none, the Council voted unanimously to fund all four proposals.

Assistant to the Director of Sponsored Research. D. Harke summarized his proposal for an assistant, as outlined in recent e-mail (copy appended). He and the provost feel that a faculty member with one course release wouldn't be able to contribute significantly, while a full-time assistant is beyond the current budget. A half-time assistant is probably fundable from D. Harke's existing budget, specifically from his reserve funds, although this would cut into his ability to fund spontaneous requests on campus. D. Harke plans to retire soon, at which point a full-time assistant may be supportable from salary savings on Harke's replacement. A. Eisenberg suggested that the College could also consider hiring a contractor to assist with grants, rather than making the position a permanent College

employee. The Council generally supported the idea of having an assistant to the Director of Sponsored Research.

P. Pacheco stated that the greatest challenge we face over the next 1 – 2 years is to ensure that D. Harke 's replacement is able to provide at least the level of support for sponsored research that D. Harke currently does.

Discussion turned to the broader role of the assistant – how would such a person help faculty develop fundable ideas and “negotiate the [funding] system?” G. DeHart pointed out that there are many faculty with experience in particular disciplines or with particular funding agencies who could help their peers. The idea of creating a “research mentor” position that would rotate among faculty, giving the mentor release time to assist others in establishing and funding research programs, emerged.

The Council resolved to divide into subcommittees as follows, each subcommittee to produce a document before the next Council meeting:

- One subcommittee to develop a job description for an assistant to the Director of Sponsored Research during the transitional period between now and the hiring of D. Harke's replacement.
- One subcommittee to draft a description of the “research mentor” position.
- One subcommittee to develop a job description for the new Director of Sponsored Research.

Next Meeting. The next Research Council meeting will be Tuesday, December 14 from 12:45 to 1:45.

Respectfully submitted by Doug Baldwin.

D. Harke's E-Mail Regarding an Assistant to the Director of Sponsored Research

Dear Council Members:

Following the request from the last Research Council meeting, the following proposals can be used as discussion points to provide additional assistance in grant writing:

Release of a faculty member from one course per semester Adjunct replacement salary \$2500 per semester and 40% fringe benefits \$7000 annually

Half-time grants writer
50% of \$40,000 annual salary 35% fringe benefits \$27000 annually

Full-time grants writer
starting salary of \$40,000 35% fringe benefits \$54000 annually

Assistance is probably needed most in the social sciences and education so it might be necessary for grants writer to have a background or experience that is relevant.

Douglas J. Harke, Director of Sponsored Research, SUNY-Geneseo