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Agenda, College Senate Meeting

3 May 2016
4:00 pm, Newton 204

Call to Order

Adoption of the Agenda

Approval of Minutes

Minutes of the Senate Meeting of 5 Apr 2016 (CSB v. 60 n. 12)

Senate Officer Reports

President
Denise Battles

Provost
Carol Long

Chair
James McLean

Vice Chair
Meg Stolee

Past-Chair
Gregg Hartvigsen

Secretary
Christina Agostinelli-Fucile

Treasurer
Kodjo Adabra

University Faculty Senator
Dennis Showers

Vice President, Student Assoc.
Ashley Buttice

Reports of the Standing Committees of the Senate

Undergraduate Curricula
Bill Harrison

Full proposals can be found at: https://boxes.geneseo.edu/DeanofCollege/doc/UCC/

Deletions in titles in 
strikeout, additions to titles underlined

UCC Proposes for Second Reading:

New Courses
BIOL 265: Anatomy and Physiology I
BIOL 266: Anatomy and Physiology II
BIOL 316: Comparative Sustainability
ENVR 316: Comparative Sustainability

PSYC 225: Introduction to Cognitive Psychology
PSYC 233: Introduction to Biological Psychology
PSYC 268: Health Psychology
PSYC 452: Advanced Research in Psychology: (subtitle)

ENGL 102: The Elements of Creative Writing: (subtitle)
BLKS 200: Introduction to Black Studies
BLKS 220: Black Lives Matter: (subtitle)

GEOG 281: Geography of Food
HONR 230: Preparing a Scholarly Profile
INTD 230: Preparing a Scholarly Profile
PLSC 354: Government and Politics of Latin America
INTD 150: Study Abroad: (subtitle)
INTD 250 Study Abroad: (subtitle)

ACCT 250: Introduction to Investment Research
ACCT 251: Introduction to Performance Reporting Issues for Pooled Fund Vehicles
ACCT 252: Performance and Risk Management Reporting for Pooled Fund Vehicles
ACCT 335: Accounting and Finance topics in Entrepreneurship

FNCE 250: Introduction to Investment Research
FNCE 251: Introduction to Value Investing
FNCE 252: Professional Equity Research Management
FNCE 395: Internship/Seminar

MGMT 362: Business Data Analytics
MKTG 395: Internship/Seminar

MUSC 139: Piano A
MUSC 189: Music A
MUSC 190: Music B
MUSC 201: Musical Theatre Dance
MUSC 233: Introduction to Ethnomusicology
MUSC 236: Music Analysis I: Analytical Models of Musical Form
MUSC 237: Music Analysis II: Analytical Models of Harmony and Chromaticism

MUSC 257 Harmony II
MUSC 306 Counterpoint I
MUSC 307 Counterpoint II
MUSC 346 Jazz Harmony, Improvisation and Analysis I
MUSC 347 Jazz Harmony, Improvisation and Analysis II
MUSC 357 Composition II
MUSC 439 Portfolio Review
MUSC 459: Senior Recital

New Courses closely related to course deletions
HIST 405: The English Atlantic World to 1763
HIST 406: The Age of the American Revolution
HIST 407: Slave Revolts and Resistance in the Atlantic World
HIST 410: Making of Industrial America, 1877-1918
HIST 411: Making of Industrial America, 1918-1945
HIST 412: African-Americans in the Age of Jim Crow
HIST 413: Black Power and Structural Inequality in Post-1945
HIST 415: Environmental Thought and Politics in Modern America

HIST 430: Advanced Studies in American History (subtitle)
HIST 440: Advanced Studies in European History (subtitle)
HIST 445: The British Isles, 1485-1689
HIST 448: Imperial and Revolutionary Russia
HIST 452: Nazi Germany
HIST 453: The Holocaust in Historical Perspective
HIST 465: History of the Iroquois: From Pre-Contact to the Present
HIST 470: History of Modern Mexico
HIST 475: Traditional China

HIST 476: Modern China
HIST 480: Advanced Studies in LACAANA History (subtitle)
HIST 491: Senior Seminar (subtitle)
HIST 493: Honors Research/Writing
HIST 495: Internship
HIST 496: Senior Essay

Deleted Courses closely related to new 4XX courses
HIST 337: The British Isles, 1485-1714
HIST 340: Advanced Studies in European History (subtitle)
HIST 342: Imperial and Revolutionary Russia

HIST 344: Nazi Germany
HIST 349: The Holocaust in Historical Perspective
HIST 352: The English Atlantic World to 1763
HIST 353: The Age of the American Revolution
HIST 355: Slave Rebellions and Resistance in the Atlantic World
HIST 356: Advanced Studies in American History (subtitle)
HIST 357: Black Power and Structural Inequality in Post-1945

HIST 362: History of the Iroquois from Pre-Contact to Present
HIST 366: African-Americans in the Age of Jim Crow
HIST 367: Making of Industrial America, 1877-1918
HIST 368: Making of Modern America, 1918-1945
HIST 369: Environmental Thought and Politics in Modern America
HIST 372: History of Modern Mexico
HIST 380: Advanced Studies in LACAANA History (subtitle)

HIST 381: Traditional China
HIST 382: Modern China
HIST 391: Senior Seminar (subtitle)
HIST 393: Honors Research/Writing
HIST 395: Internships
HIST 396: Senior Essay

New General Education Courses
 THEA 205: F/M/History of Asian Costume
 THEA 254: F/History of Western Costume Since the 18th Century

Revised Courses
 GEOG 201: Introduction to Urban and Regional Planning
 GEOG 250: U/American Landscapes
 GEOG 274: Conservation and Resource Management
 GEOG 311: Field Biogeography Senior Seminar
 GEOG 348: Sports Geography
 GEOG 355: Experimental Cartography
 GEOG 374: Geographic Thought Senior Seminar
 GEOG 387: Urban Issues Senior Seminar

PSYC 307: Sensation and Perception
PSYC 315: Psychology of Language
PSYC 331: The Neural and Chemical Basis of Behavior: (subtitle)
PSYC 332: Human Neuropsychology
PSYC 335: Behavioral Pharmacology
PSYC 338: Animal Behavior
PSYC 340: Psychology of Learning

PSYC 350: Social Psychology
PSYC 355: Psychology of Personality
PSYC 357: Behavior Genetics
PSYC 365: Clinical Psychology
PSYC 370: Introduction to Psychological Testing
PSYC 380: History and Systems of Psychology
PSYC 390: Selected Topics: (subtitle)
PSYC 391: Individual Research

PSYC 395: Community Internship in Psychology
PSYC 396: Teaching Practicum in Psychology
PSYC 397: Undergraduate Research Seminar

CHEM 324: Principles of Physical Chemistry
ENGL 493: Honors Thesis Research/Writing Advanced Project
ECON 205: Business and Economic Statistics
MGMT 355: Production and Operational Management
MUSC 140: Piano B
MUSC 213: Theory Skills I Musicianship Practicum
MUSC 256: Intermediate Composition Harmony I
MUSC 311: Theory of Music IV Twentieth-Century Music
MUSC 317: Orchestration
MUSC 356: Advanced Composition I
MUSC 365: Conducting I

Revised General Education Course
INTD 203: U/Social Foundations of American Education in the United States
THEA 234: History of Western Costume Through the 18th Century

Deleted Courses
GEOG 333: Historical Geography
GEOG 340: Pyrogeography
GEOG 352: Geography of Cyberspace

HIST 322: Germany from the Nazis to the Present
HIST 332: The Italian Renaissance
HIST 333: Northern Renaissance and Reformation
HIST 339: The French Revolution
HIST 360: Religion in American History
HIST 361: The Early Republic: US 1789-1840

MUSC 156: Elementary Composition
MUSC 210: Theory of Music I
MUSC 211: Theory of Music II
MUSC 310: Theory of Music III
MUSC 313: Theory Skills II

PSYC 325: Cognitive Psychology
PSYC 330: Biological Psychology
PSYC 352: Advanced Research in Psychology: (subtitle)
PSYC 368: Health Psychology

Revised Program
BA in Psychology
BA in Communication
BA in Comparative Literature
BA in Geography
BA in International Relations

BA in History
BA in Music
BA in Musical Theatre
BS in Biochemistry

Minor in Cognitive Science
Minor in Finance
Minor in Linguistics
Minor in Marketing

Minor in History
Minor in Music
Minor in Musical Theatre
Minor in Piano Pedagogy

Certification B.A. in Adolescence Education (7-12): Biology and General Science
Certification B.A. in Adolescence Education (7-12): Chemistry and General Science
Certification B.A. in Adolescence Education (7-12): Physics and General Science
Certification B.A. in Adolescence Education (7-12): English
Certification B.A. in Adolescence Education (7-12): Social Studies
Certification B.A. in Adolescence Education (7-12): French or Spanish
Certification B.A. in Adolescence Education (7-12): Mathematics
Certification B.A. in Adolescence Education (7-12): Earth Science and General Science

UCC wishes to inform the Senate of the following office actions resulting from the History Department proposal as noted in that documentation:
Programs in American Studies, Black Studies, and International Relations
Assorted Interdisciplinary minors
Assorted concentrations

Undergraduate Policies

Jeff Over

full proposals can be found at: https://boxes.geneseo.edu/DeanofCollege/doc/Policy/

UPC Proposes for Second Reading:

Undergraduate Bulletin p. 51, under heading General Education Curriculum
Foreign Language Geneseo Breadth Requirement (as published in CSB v. 60, n. 11, p. 127)

Undergraduate Bulletin p. 106ff, in the School of Business section
Entrance Procedures and Transfer Students (as published in CSB v. 60, n. 11, pp. 127–129)

UPC Proposes for First Reading:

Undergraduate Bulletin p. 49 and 52, under heading General Education Curriculum; deletions in strikeout, additions underlined.

General Education Curriculum

Notes:
1. The courses that students may apply to the General Education Curriculum are listed by area on the following website: gened.geneseo.edu
2. Courses in the major prefix may not be used to fulfill N/, S/, or F/ areas.
   \( \dagger \) 2. The S/ PREF 2 and F/ PREF 2 may overlap with U/ and M/ requirements.
   \( \dagger \) 3. Courses from the Geneseo Breadth Requirements may be used to meet the 30-credit SUNY General Education requirement.

Restrictions in Fine Arts, Social Sciences, and Natural Sciences

The following restrictions apply only to the Fine Arts, Social Science, and Natural Science areas of the General Education curriculum:
1. Students may not apply courses taken in their major departments toward these areas of the General Education curriculum. Double majors are prohibited only from applying courses in their first major of record.
2. In each of these areas, students must apply two courses with different departmental prefixes. (For example: SOCL and ANTH for Social Science.) Transfer students who, upon original matriculation at the College, have completed an associate’s degree or have 53 or more semester hours accepted as transfer credit are exempt from this limitation if they have previously completed successfully two core-eligible courses with the same departmental prefix. In addition, students who apply three semesters of ensemble or practicum toward the Fine Arts requirement may complete the requirement using a theory or history course with the same departmental prefix. (For example: MUSC 123 and three semesters of MUSC 165.)
3. Students may not apply a particular course to more than one of these areas.
4. Students may not apply more than two courses with the same departmental prefix toward the three areas collectively.
Graduate Academic Affairs  Susan Salmon

Full proposals can be found at: https://boxes.geneseo.edu/DeanofCollege/doc/GAAC/
Deletions in titles in strikeout, additions to titles underlined

GAAC Proposes for First Reading:
New Courses
  CURR 634: The Arts and Social Justice Education in Diverse Communities
  EDUC 518: Writing Seminar: Critical
  EDUC 519: Intercultural Digital Learning
  EDUC 612: Community Organizations and NGOs
  EDUC 613: Participatory Action Research in Cross-Cultural Settings
  EDUC 650: Clinical Practice (Education and Community Action)
  INTD 613: Participatory Action Research in Cross-Cultural Settings
  INTD 515: Gender Issues and Globalization
  INTD 516: Social Justice and Human Rights
  INTD 517: Novels of the Black Atlantic
Revised Courses
  CURR 631: Multicultural Social Studies Methods for the Elementary School Global and Multicultural Social Studies Curriculum
  CURR 632: Mathematics, Science and Technology Methods in the Elementary Classroom I Using STEM to Address Environmental Issues in Schools and Communities
Revised Program
  M.S. Ed. in Reading and Literacy (B-12)
  M.S. Ed. in Childhood Multicultural Education (Grades 1-6) International/Multicultural Education and Cultural Action
New Program
  M.S. in International/Multicultural Education and Community Action

Student Affairs  Travis Bailey
Faculty Affairs  Rick Gifford

New Business
Adjournment
Approved Minutes, All-College Faculty Meeting
1 March 2016


Chair James McLean called the meeting to order at 4:00 p.m.

Reports:

President
• Dr. Battles defers report to Senate Meeting.

Committee on Nominations and Elections

Officers of the Faculty:
• Presiding Officer James McLean
• Vice-Chair Meg Stolee
• Secretary Christina Agostinelli-Fucile
• Treasurer Doug Baldwin
• University Faculty Senator Two names needed.

At-Large Senators:
(Eight open seats among At-Large Senators, more than 6 years employment.)

Over 6 years:
• Sue Ann Brainard
• Susan Salmon
• Lisa Smith
• Kazushige Yokoyama

Part-time:
• Glenn McClure
• Lawrence Adelson

Professional Leave Review Committee:
• Humanities Area
• Natural Sciences Area (w/Math)
• General Education Committee
• Natural Sciences Area (w/Math)
• Professional Studies Area

Executive Committee
• Michael Masci is temporarily replacing Ben Laabs on the SPG for one year, and we need more volunteers for Shared Governance Award Committee.

Adjournment:
The meeting was adjourned at 4:15 p.m.
Approved Minutes, College Senate Meeting  
1 March 2016


Guests: M. Blood, C. Easton, K. Kallio, G. Towsley

Chair James McLean called this meeting to order at 4:15 p.m.

The minutes from the Senate meeting of February 2, 2016 were approved without objection. Ronna Bosko was added to the attendance list of the February 2, 2016 Senate meeting.

Senate Reports:

President

Denise Battles

For information and poll participation on the Strategic Plan 2021, please visit the website: http://www.geneseo.edu/spg/strategic-plan-2021

An advertising plan is being conducted for the search of the Vice President for College Advancement. The search profile is available at: www.geneseo.edu

The national search is underway for the Senior Associate to the President with an anticipated appointment start date of 6/30/16. Thomas Greenfield is the Chair of this committee.

Chair

James McLean

President Battles approved all motions from the previous (February 2, 2016) Senate meeting.

Vice Chair

Meg Stolee

Excellence Committee

David Levy Fatima Rodriquez-Johnson
Jasmine Tang Becky Lewis
Katie Paterson '17 Kirk Anne
Eric Helms Gillain Paku
Erin Mauro '16 Charlie Freeman
Rick Coloccia Mary Hope

Special thanks to Barb Rex-McKinney.

Reports of the Standing Committees of the Senate:

Executive

James McLean

Presentation about Geneseo Learning Outcomes for Baccalaureate Education (GLOBE).
Resolution in support of GLOBE statement (as published in CSB v. 60, n. 6, p. 70–72).

Resolution:
The Geneseo College Senate supports the Geneseo Learning Outcomes for Baccalaureate Education, as printed in College Senate Bulletin v60 n6, as a framework for the redesign of the student experience at Geneseo, encompassing general education, academic majors, development of skills, and integrative and applied learning.
**Discussion:**
Several Senators voiced significant concern regarding the tone and potential implications of the GLOBE initiative. Chief among these was that faculty could lose some control over the curriculum because non-faculty might have the power to grant credits toward graduation.

J. Allen suggested that Senators should abstain during the vote on whether the Senate approves further work on GLOBE. Allen explained that the purpose was to allow work on GLOBE to proceed, with the tepid support of Senate. When the vote was conducted, the Chair of the Senate did not ask for abstentions. When asked about this by several Senators, the Senate Chair noted that abstentions were not rightful votes, and therefore are not counted according to standard parliamentary procedure.

*All proposals were voted on and approved.*

**Undergraduate Curricula**
Bill Harrison
(full proposals can be found at: https://boxes.geneseo.edu/DeanofCollege/doc/UCC/)

**UCC Proposes for Second Reading:**

**New Courses**
- GSCI 353: Sedimentary Petrology
- GSCI 334: Planetary Geology
- PLSC 219: Social and Political Philosophy
- WGST 100: Introduction to Women’s and Gender Studies
- WGST 201: Historical and Political Topics: (subtitle)
- WGST 202: Topics in Representation in the Humanities and Arts: (subtitle)
- WGST 203: Topics in Gender in the Social World: (subtitle)
- WGST 204: Global Issues of Sex and Gender: (subtitle)
- WGST 205: Topics in Gender, Sexuality, Queer Studies: (subtitle)
- WGST 230: Introduction to Queer Studies
- WGST 240: Arab Women, Islam, and Feminism
- WGST 310: Race, Class, and Gender
- WGST 320: Gender and Sexualities
- WGST 330: Feminist Theories
- WGST 340: Gender and Global Education
- WGST 490: Senior Capstone Seminar
- WGST 493: Honors Research
- WGST 499: Directed Study

**Revised Courses**
- MUSC 271: Musical Theater Workshop

**Deleted Courses**
- WMST 100: Introduction to Women’s Studies
- WMST 201: Topics in Women’s Studies: (subtitle)
- WMST 210: Race, Class, and Gender
- WMST 220: Gender and Sexualities

**New Programs**
- BA in Women’s and Gender Studies
- Women’s and Gender Studies Minor

**Revised Program**
- BA in Political Science
- Minor in Public Administration (amendment anticipated)

**Deleted Program**
- Geological Sciences/Civil Engineering (Five Year [3-2] Program)

*All proposals were voted on and approved.*
Adjournment:
At 5:30 p.m. the Chair declared the quorum had been lost, and the meeting was adjourned.
Approved Minutes, Faculty Affairs Committee  
22 March 2016


Guest: James McClean


Chair, R. Gifford, called this regular meeting to order at 4:00 PM.

Reports

None

Unfinished Business

The Committee discussed progress on current projects as follows:

Geneseo Faculty Handbook Project

Dori Farthing and Jim Allen reported they completed their review of the handbook links of 18 SUNY schools. They compared the topics in the handbooks against the draft handbook topics that Dave Gordon proposed and those in College’s online handbook at

http://www.geneseo.edu/admin_finance/suny-geneseo-policies-procedures

The primary recommendations from the project are:

- Most critical item: Improve the accessibility of the Geneseo Faculty Handbook. The current College Handbook is currently not useful as it is very hard to find and does not link to specific topics;
- Use the project worksheet to identify potential topics to be included in the Faculty Handbook;
- Make a separate “Faculty-only” handbook, under the umbrella of the “College” handbook;
- Make certain links direct users to the specific topic/section desired, and not to a general/home page.

Other suggestions made for the Faculty Handbook include:

- Have a lawyer review the handbook for sensitive issues;
- A format similar to the Geneseo Bulletin (web and PDF format available) would be a good model;
- Make certain the handbook is kept up-to-date;

Dori and Jim agreed that they and Mansokku Lee would complete a memo discussing their project and recommendations for presentation at the Executive Committee of the College Senate on March 29. James McClean requested that we post the findings on the Wiki as well as on Google Docs.

Follow-up: The subcommittee completed the memo which was circulated to the FAC for review and comment. The memo was presented at the Executive Committee meeting. A copy of the memo is attached to these minutes. The project findings are posted on Wiki page of the Faculty Affairs Committee and in Google Docs.

https://wiki.geneseo.edu/display/senate/Faculty+Handbook+Project#
The Committee thanks Dori, James, and Mansokku for their efforts on this lengthy and involved project.

**Executive Summary of Ad Hoc Administrative Assessment Committee Report.**

R. Gifford reported that after the draft of the Assessment Report of the Provost’s Office was distributed to the FAC for review and comment, it was sent to the Provost. The Committee thanks Jim Allen and Christine Merrilees for their efforts in completing the project.

**Follow-up:** Provost Long reported her office would prepare a response to the findings and schedule a meeting to review the completed memo within the next 2-3 weeks and in time for presentation at the April Executive Committee meeting.

**Other Topics**

R. Gifford reported that due to the cancellation of the Faculty Affairs Committee meeting in February (snow), we were unable to begin any additional projects that could be completed by the end of the semester. Jim Allen agreed to draft a memo regarding one of the topics we considered, Adjunct Pay, for discussion at our final meeting in April. We also agreed to discuss recommendations for improving future assessments of administrative functions.

The final FAC meeting is scheduled for Tuesday, January 19 at 4:00 PM in South Hall 110.

The meeting adjourned at 5:00 PM.

Respectfully submitted,

Anne Pellerin

April 2, 2016
March 29, 2016

To: College Senate Executive Committee:

From: Faculty Affairs Committee

RE: Faculty Handbook Project

At the request of James McLean, the Faculty Affairs Committee reviewed faculty handbooks of other SUNY schools to develop a list of items that could be included in an on-line faculty handbook for SUNY Geneseo. A subcommittee consisting of Dori Farthing, James Allen, and Mansokku Lee conducted the review. The Committee would like to express its appreciation to these three individuals for undertaking this ambitious project.

The subcommittee surveyed the faculty handbooks of 18 SUNY schools, the current version of Geneseo’s “College Handbook” and a draft version of a handbook that was in development by the Provost’s office. A listing of the SUNY schools surveyed and the subcommittee’s analysis are available through the Wiki page of the Faculty Affairs Committee (https://wiki.geneseo.edu/display/senate/Faculty+Handbook+Project#).

The findings and recommendations of the subcommittee, which were approved and accepted by the Faculty Affairs Committee, follow:

The subcommittee found there is a wide range of content covered by our sister institutions. They also, more importantly, discovered that some handbooks were created in such a way that material was either easy or incredibly difficult to find.

In the opinion of the subcommittee, the best handbooks were ones that were easily searchable or laid out in a clear fashion with limited link steps required to access the associated content. The weakest handbooks were characterized by a broad/vague table of contents that had links that took the user to non-specific content. Weak handbooks also had content only findable after clicking through multiple layers of web links.

Based on the results of our review, we suggest the following to improve Geneseo’s current “College Handbook”:

1. **Make Geneseo’s “College Handbook” easier to find and more accessible.**
   
   Currently, Geneseo’s handbook is located on the website for Administration and Finance. Its location makes the handbook difficult to find. As an example, many members on the College Senate’s Executive Committee did not know the handbook existed until the special meeting in January 2016.
   
   a. We strongly suggest that links exist to the handbook from other sites such as the “Faculty and Staff” web page, the Provost’s page, etc.
   
   b. We also suggest that the handbook be re-titled as the “Teaching Faculty Handbook” or the “Faculty Handbook”. This would make searches for it on the Geneseo webpage (or from Google) more intuitive and thus successful. It would also create a more focused starting point for revisions since it would not need to be a comprehensive guide to everything on campus.
With time, the scope of the handbook could broaden, but a campus-wide guide aimed to support faculty would be a good place to start.

2. Make Geneseo’s College Handbook easier to search and decrease the number of links needing to be clicked to access content.

The current layout of the handbook is clean and minimalistic with the following five headings/links: 1) campus organization chart, 2) college officers and structure, 3) College Governance & Faculty By-laws, 4) College Policies, 5) Departmental Policies. Clicking on these links takes you to either a chart, a list of roles for campus members, a broad website, or to another list of links. However, this design limits the usefulness of the handbook. For example, when a faculty member is searching for information related to a specific topic in Human Resources, there is no obvious link in the College Handbook’s broad table of contents and the link through the Administration and Finance site takes people to the Human Resources home page.

a. We suggest that a more book-like pdf format be created for the handbook. Such a format would be more searchable and would feel more consolidated. A PDF could also be clearly date-specific so that faculty would know where to find the most up to date information. The digital/PDF hybrid style of the Undergraduate Bulletin is a good model.

b. We suggest that Geneseo’s handbook be constructed with a larger “table of contents” than is currently the case so that users do not have to click through numerous web links to find what they are searching for.

c. We suggest that the main table of contents for Geneseo’s handbook be listed centrally on the handbook webpage and not just listed on the left-hand menu. The left-hand menu covers all items associated with the Vice President of Administration and Finance and the handbook-only content is easily overlooked.

During its review, the subcommittee found the following to be the best examples of faculty handbooks in terms of both content and form. These exemplars serve as models for the President to improve Geneseo’s handbook so that it becomes a supportive reference for faculty across campus.

SUNY Delphi: This was one of the top rated handbooks and is a PDF document. This handbook is user-friendly, clearly written, clearly laid out, and very comprehensive for the Delphi faculty and staff. Its table of contents was the initial basis for the list of content items shown in the 1st column of the survey spreadsheet. Its organizational scheme was very strong.

SUNY Purchase: This is another highly rated handbook. It is a nice example of a user friendly and detailed handbook. It is more digital (e.g., more links) compared to Delphi and it is easily searchable. SUNY Morrisville: This is an example of a concise but well-organized handbook, which contains essential information for all faculty and professional staff.

SUNY Binghamton: Although not as comprehensive as other handbooks, this has a nice format.

Below is an example of a format that the subcommittee would strongly suggest not be followed when designing a new Geneseo handbook:

SUNY Maritime: What exists on-line is not a "book" but rather a collection of links to things like the UUP home page and to the faculty senate homepage. This would not be a handbook to enable a user to quickly find answers to questions such as “can I bring my dog to campus?” or “what’s the emergency weather protocol on campus?”

If you have any questions about this handbook survey and the findings of the subcommittee, please contact Dori Farthing (farthing@geneseo.edu).
Approved Minutes, Undergraduate Curriculum Committee

22 March 2016

Meeting #5
4:00 PM, Welles 138

Chair: B. Harrison, English. Committee: J. Albers, Business; Y. Bilgic, Mathematics; R. Bosko, Alumni Relations; S. Brainard, Library; E. Falk, Education; J. Fischer, SA; E. Froome, International Programs; J. King, Education; P. Kurau, Music; G. McClure, English; R. Vasiliev, Geography.

Guests: I. Alam, Business; J. Ballard, Psychology; L. Bernard, Languages and Literatures; G. Briggs, Biology; J. Cope, History; R. Doggett, English; J. Grace, Political Science; K. Hannam, Biology; A. Herman, Communication; S. Iyer, Dean's Office; K. Keegan, Education; W. Kennison, English; J. Koch, Political Science; M. Lima, English; M. Masci, Music; M. Mills, Honors; P. Pacheco, Anthropology; B. Stubblefield, Theater; K. Yokoyama, Chemistry.

Excused: R. Basko, Alumni Relations.

The chair called this meeting to order at 4:06 PM.

I. Reports and Preliminary Business

• Approval of minutes, 1/20/16 meeting.
• Our next meeting is scheduled for 4PM Tuesday, 12 April 2016, Welles 138.
• Meeting secretary: Sue Ann Brainard.
• Excused: R. Basko. Motion approved: unanimous vote.

Department: Biology
New Courses

II. Review of Proposals

Department: Biology
New Courses
BIOL 265: Anatomy and Physiology I
BIOL 266: Anatomy and Physiology II
BIOL 316: Comparative Sustainability
ENVR 316: Comparative Sustainability

Contacts: Hannam and Briggs. Harrison reminded the committee that BIOL was tabled last meeting because of questions about prerequisites and course numbering. The Dean requested a rationale for course level numbering. Vasiliev spoke in favor of the proposal, stating that the course looks intensive enough to be a 300 level course. Hannam said that the prerequisites were
discussed in the department but it was always expected to be a 300 level course. Motion to vote: Harrison. Second, Froome. Proposal approved: *unanimous vote.*

**Department: Psychology**

Revised Courses

- PSYC 307: Sensation and Perception
- PSYC 315: Psychology of Language
- PSYC 331: The Neural and Chemical Basis of Behavior: (subtitle)
- PSYC 332: Human Neuropsychology
- PSYC 335: Behavioral Pharmacology
- PSYC 338: Animal Behavior
- PSYC 340: Psychology of Learning
- PSYC 350: Social Psychology
- PSYC 355: Psychology of Personality
- PSYC 357: Behavior Genetics
- PSYC 365: Clinical Psychology
- PSYC 370: Introduction to Psychological Testing
- PSYC 380: History and Systems of Psychology
- PSYC 390: Selected Topics: (subtitle)
- PSYC 391: Individual Research
- PSYC 395: Community Internship in Psychology
- PSYC 396: Teaching Practicum in Psychology
- PSYC 397: Undergraduate Research Seminar

*Contact:* Ballard. This proposal was previously discussed. Ballard explained that the department discussed the minimum competency standards for all courses; the revision simply adds a line to prerequisites for the bulletin listing. Motion to vote: Harrison. Second, Vasiliev. Courses approved: *unanimous vote.*

Deleted courses

- PSYC 325: Cognitive Psychology
- PSYC 330: Biological Psychology
- PSYC 352: Advanced Research in Psychology: (subtitle)
- PSYC 368: Health Psychology

Revised Program

B.A. in Psychology

New Courses

- PSYC 225: Introduction to Cognitive Psychology
- PSYC 233: Introduction to Biological Psychology
- PSYC 268: Health Psychology
- PSYC 452: Advanced Research in Psychology: (subtitle)

Revised Program

Minor in Cognitive Science
The full Biology proposal was brought to vote, including material reviewed at our previous
meeting—the new courses and revised minor noted above. Motion to vote: Harrison. Second,

**Department: Anthropology**
Revised Program
Minor in Linguistics
Contact: Pacheco. No discussion. Motion to vote: Harrison. Second, Falk Proposal approved: unanimous vote.

**Department: Communication**
Revised Program
BA in Communication

**Department: School of Education**
Revised General Education Course
INTD 203: U/Social Foundations of American Education


Revised Programs
Concentration in a Foreign Language: Spanish or French (for Early Childhood and Childhood and Childhood with Special Education)

Contact: Bernard. The Dean and Bernard confirmed that the prefix FORL is no longer used; corrected “FREN or SPAN.” Motion to vote: Harrison. Second, Vasiliev. Proposal approved: unanimous vote.

**Department: Office of the Dean of Curriculum and Academic Services**
Revised Programs
Certification in Adolescence Education (7-12): Biology and General Science
Certification in Adolescence Education (7-12): Chemistry and General Science
Certification in Adolescence Education (7-12): Physics and General Science
Certification in Adolescence Education (7-12): English
Certification in Adolescence Education (7-12): Social Studies
Certification in Adolescence Education (7-12): French or Spanish
Certification in Adolescence Education (7-12): Mathematics

Contact: Iyer. The Dean explained that there is no Certification in Adolescence Education advising guide; these certificates (listed in the proposals as BAs) are registered programs that need to be in bulletin. Creating the guides revealed conflicts with the SUNY policy prohibiting undergraduate degree requirements exceeding 126 credits. Some programs are discontinuing the BS certification, such as BIOL.
Corrections to the CHEM proposal were announced: removing the BS program, and replacing 119s with 220s. Harrison conveyed BIOL’s correction to their guide: a 300 & 301 sequence, not 301 and 302. Iyer detailed the appropriate adjustment. Harrison noted that the ENGL Creative Writing Track needed an advisement guide. After some discussion, the Dean’s Office declared their intention to follow up with an additional guide.

Vasiliev expressed concerns about the details and terminology of social studies certificate, which seemed to understate the contributions of departments other than History. Iyer stated that the SUNY system title (which appears as the revised title) suggests something different from the state certification process, but since the college can’t control that, the proposal follows system policy: future attention to the certification programs is required, and these proposals are the first steps of a longer process. The Dean agreed that the degree title should ideally read “BA in History and Social Studies,” and that is a goal for the future. King stated that we must be clear that the students need to get certification from NYS Board of Education. Iyer agreed: the proposal is an intermediate step toward that clarification as well.

A series of corrections were offered. King pointed out errors with the PHYS certification; Cope noted problems with the HIST-Social Studies advisement guide. Briggs mentioned problems with the BIOL certification and terminology. Harrison relayed CHEM concerns. Iyer stated that Dean’s Office submitted requested documentation to SUNY Central verifying all courses. Vasiliev argued again that the committee need to not pass these proposals given the level of error and disagreement. The Dean reminded the committee that the certification programs are already in error, having incorrectly registered ten or fifteen years ago.

Harrison suggested tabling the motion for Chemistry and Social Studies, but passing the others. Instead, detailed corrections were discussed concerning name changes to Chemistry and Social Studies certificates. The Dean agreed to follow up with department concerning these corrections. Pending these changes, motion to vote on all seven proposals as one de facto package: Harrison. Second, Fischer. Proposal approved: unanimous vote.

**Department: Chemistry**

Revised Course
CHEM 324: Principles of Physical Chemistry

Revised Program
B.S. in Biochemistry

**Contact:** Yokoyama. No discussion. Motion to vote: Harrison. Second, Vasiliev. Proposal approved: unanimous vote.

**Program: Edgar Fellows Honors Program**

New Courses
HONR 230: Preparing a Scholarly Profile
INTD 230: Preparing a Scholarly Profile

**Contact:** Mills. No discussion. Motion to vote: Harrison. Second, King. Proposal approved: unanimous vote.
Department: Theater and Dance
New General Education Courses
THEA 205: F/M/History of Asian Costume
THEA 254: F/History of Western Costume II

Revised General Education Course
THEA 234: F/History of Costume

Contact: Stubblefield. 234 was not listed as a general education course in the proposal: it is one [corrected in minutes]. Stubblefield requested the following title corrections: 234 adding “through the 18\textsuperscript{th} century” and 254 “since the 18\textsuperscript{th} century.” Each makes the course content clearer to students. The Dean’s Office to make changes. Motion to vote: Harrison. Second, Froome. Proposal approved: unanimous vote.

Department: Political Science
New Course
PLSC 354: Government and Politics of Latin America

Revised Program
BA in International Relations


Department: English
New Course
ENGL 102: The Elements of Creative Writing: [Subtitle]

Revised Course
ENGL 493: Honors Thesis Research/Writing

Revised Major
BA in Comparative Literature

Contact: Doggett. Doggett explained that while the Fine Arts committee rejected the proposal to get ENGL 102 added as a Fine Arts course; ENGL has asked them to reconsider, as creative writing is widely recognized as a fine art at the undergraduate and graduate levels. Iyer requested clarification concerning the credit hours for ENGL 493: 8 (2-6) agreed upon. Motion to vote: Harrison. Second, Fischer. Proposal approved: unanimous vote.

Program: Black Studies
New Courses
BLKS 200: Introduction to Black Studies
BLKS 220: Black Lives Matter: (subtitle)

Program: Interdisciplinary
Revised Courses
INTD 150: Study Abroad: (subtitle)
INTD 250 Study Abroad: (subtitle)


Department: School of Business
New Courses
ACCT 250: Introduction to Investment Research
ACCT 251: Introduction to Performance Reporting Issues for Pooled Fund Vehicles
ACCT 252: Performance and Risk Management Reporting for Pooled Fund Vehicles
ACCT 335: Accounting and Finance topics in Entrepreneurship

FNCE 250: Introduction to Investment Research
FNCE 251: Introduction to Value Investing
FNCE 252: Professional Equity Research Management
FNCE 395: Internship/Seminar

MGMT 362: Business Data Analytics
MKTG 395: Internship/Seminar

Revised Courses
ECON 205: Business and Economic Statistics
MGMT 355: Production and Operational Management

Revised Programs
Minor in Finance
Minor in Marketing


Department: Geography
New Course
GEOG 281: Geography of Food

Revised Courses
GEOG 201: Introduction to Urban and Regional Planning
GEOG 250: U/American Landscapes
GEOG 274: Conservation and Resource Management
GEOG 331: Field Biogeography
GEOG 348: Sports Geography
GEOG 355: Experimental Cartography
GEOG 374: Geographic Thought
GEOG 387: Urban Issues Seminar

Revised Program
BA in Geography


Deleted Courses
GEOG 333: Historical Geography
GEOG 340: Pyrogeography
GEOG 352: Geography of Cyberspace


**Department: Music**

New Courses
MUSC 139: Piano A
MUSC 189: Music A
MUSC 190: Music B
MUSC 201: Musical Theatre Dance
MUSC 233: Introduction to Ethnomusicology
MUSC 236: Music Analysis I: Analytical Models of Musical Form
MUSC 237: Music Analysis II: Analytical Models of Harmony and Chromaticism
MUSC 257 Harmony II
MUSC 306 Counterpoint I
MUSC 307 Counterpoint II
MUSC 346 Jazz Harmony, Improvisation and Analysis I
MUSC 347 Jazz Harmony, Improvisation and Analysis II
MUSC 357 Composition II
MUSC 439 Portfolio Review
MUSC 459: Senior Recital

Revised Courses
MUSC 140: Piano
MUSC 213: Theory Skills I
MUSC 256: Intermediate Composition
MUSC 311: Theory of Music IV
MUSC 317: Orchestration
MUSC 356: Advanced Composition
MUSC 365: Conducting I

Deleted Courses
MUSC 156: Elementary Composition
MUSC 210: Theory of Music I
MUSC 211: Theory of Music II
MUSC 310: Theory of Music III
MUSC 313: Theory Skills II

Revised Programs
B.A. in Music
B.A. in Musical Theatre
Minor in Music
Minor in Piano Pedagogy
Minor in Musical Theatre
Concentration in Music

Contact: Masci. There was a brief discussion marking MUSC’s work with Dean’s Office concerning these revisions and noting how the “A” and “B” designation was common in the discipline. Motion to vote: Harrison. Second, Bilgic. Proposal approved: unanimous vote.

**Department: History**

New Courses
HIST 405: The English Atlantic World to 1763
HIST 406: The Age of the American Revolution
HIST 407: Slave Rebellions and Resistance in the Atlantic World
HIST 410: Making of Industrial America, 1877-1918
HIST 411: Making of Industrial America, 1918-1945
HIST 412: African-Americans in the Age of Jim Crow
HIST 413: Black Power and Structural Inequality in Post-1945
HIST 415: Environmental Thought and Politics in Modern America
HIST 430: Advanced Studies in American History (subtitle)
HIST 440: Advanced Studies in European History (subtitle)
HIST 445: The British Isles, 1485-1689
HIST 448: Imperial and Revolutionary Russia
HIST 452: Nazi Germany
HIST 453: The Holocaust in Historical Perspective
HIST 465: History of the Iroquois: From Pre-Contact to the Present
HIST 470: History of Modern Mexico
HIST 475: Traditional China
HIST 476: Modern China
HIST 480: Advanced Studies in LACAANA History (subtitle)
HIST 491: Senior Seminar (subtitle)
HIST 493: Honors Research/Writing
HIST 495: Internship
HIST 496: Senior Essay

Deleted Courses
HIST 322: Germany from the Nazis to the Present
HIST 332: The Italian Renaissance
HIST 333: Northern Renaissance and Reformation
HIST 337: The British Isles, 1485-1714
HIST 339: The French Revolution
HIST 340: Advanced Studies in European History (subtitle)
HIST 342: Imperial and Revolutionary Russia
HIST 344: Nazi Germany
HIST 349: The Holocaust in Historical Perspective
HIST 352: The English Atlantic World to 1763
HIST 353: The Age of the American Revolution
HIST 355: Slave Rebellions and Resistance in the Atlantic World
HIST 356: Advanced Studies in American History (subtitle)
HIST 357: Black Power and Structural Inequality in Post-1945
HIST 360: Religion in American History
HIST 361: The Early Republic: US 1789-1840
HIST 362: History of the Iroquois from Pre-Contact to Present
HIST 366: African-Americans in the Age of Jim Crow
HIST 367: Making of Industrial America, 1877-1918
HIST 368: Making of Modern America, 1918-1945
HIST 369: Environmental Thought and Politics in Modern America
HIST 372: History of Modern Mexico
HIST 380: Advanced Studies in LACAANA History (subtitle)
HIST 381: Traditional China
HIST 382: Modern China
HIST 391: Senior Seminar (subtitle)
HIST 393: Honors Research/Writing
HIST 395: Internships
HIST 396: Senior Essay

Revised Programs
BA in History
Minor in History

Office Actions in:
Programs in American Studies, Black Studies, and International Relations; Assorted Interdisciplinary minors; Assorted concentrations.

Contact: Cope. The chair acknowledged that the committee had several weeks to review these proposals. Motion to vote: Harrison. Second, Froome. Proposal approved: unanimous vote.

III. Unfinished Business
None.

IV. New Business
None.

V. Announcements
Full proposals can be found at https://boxes.geneseo.edu/DeanofCollege/doc/
The meeting adjourned at 5:09.

Respectfully submitted,
Sue Ann Brainard, acting secretary, and
Bill Harrison, chair
Approved Minutes, Executive Committee

29 March 2016


Guests:
Chair James McLean called this regular meeting to order at 4:02 PM.
The minutes from the meeting of 23 February 2016 were approved with corrections.

Reports

- **President’s Report:** We are not in perfect alignment with the SUNY Policy on Diversity, Equity and Inclusion. The Commission for Diversity and Community will do an analysis on what we need to do to get into alignment. The SUNY Board of Trustees extended the deadline until November 1st for a document that shows how we align with the policy. We are waiting to see what the NYS budget will be. It should be done on April 1st. Chief Communications and Marketing Officer announcement will be coming soon. VP for College Advancement deadline was March 25th. We will be interviewing candidates in late April/early May. Senior Associate to the President position deadline is April 1st. We are updating our Village/College Compact and we are looking into holding a village chat to involve the community, as well as other activities to involve the community.

- **Provost’s Report:** The search for the Library Director has failed partially due to having a small applicant pool. The Search Committee will be addressing how to move forward with a new search. The draft for the Strategic Planning document is due by April 18th. There will be more opportunities for the campus to contribute to the discussion of strategic planning. Ken and Carol are drafting a response for the Administrative Feedback that they were given.

- **Chair’s Report:**
  - There was an online vote for the Executive Committee. 11/11 approved to take a vote electronically. The motion to “delete the phrase “during commencement ceremonies in the last sentence of the amendment on Faculty Awards (Senate Bulletin p 100), passed 9/2. The motion to remove from the ballot the amendment concerning serving on both the FPC and a departmental personnel cmte (Senate Bulletin p 100) passed 8/3.
  - Chairs of committees should start recruiting for people to be the chairs next year.
  - We are establishing an adhoc committee to prepare an application for the Shared Governance Award with the power to add additional members if the committee wishes. Volunteers for the Shared Governance Award Committee are Rob DiCarlo, Duane McPherson, Meg Stolee, Jamie Bennett, and Michael Baranowski. The due date for the nomination for the Shared Governance Award is next November.
  - Applied Learning Team met a few weeks ago and we need to tell SUNY how we will manage applied learning experiences. At the last meeting they discussed how these experiences can be approved and we need to consider this for both credit-bearing and non-credit-bearing applied learning experiences.
  - It has happened that an issue requiring two readings has come up late in the year and the question is whether it can have the first reading in the spring and the second reading in the fall. This does not seem to go against the Faculty Constitution.

- **Vice Chair’s Report:** The excellence process has started again for Excellence in Adjunct Teaching. There have been four nominations for the Roark Award. The first Roark award was given in 1970 and we are approaching the 50 year anniversary in a few years. Should we plan on doing anything special (invite past winners, have a fundraiser, etc.) for the fiftieth anniversary?

- **Treasurer’s Report:** The current balance is $984.45.
• **SA VP Report**: The office has moved to 317B in the Union. Please vote in Mascot Madness. Results of the elections were just posted for next year’s SA officers.
  - President: Michael Baranowski
  - Vice President: Ashley Buttice
  - AAC: Alyssa Forbes
  - DBA: Patricia Galen
  - IRC Kaitlyn Pfundstein
  - PR: Thomas Magnus
  - AASA: Marina Kawarazki
  - DSP: Molly Downy
  - SUNY SA: empty

• **UCC Report**: An electronic vote approved some revisions to some of the proposals that will be presented at Senate.

• **UPC Report**: One proposal was rejected. Eliminate the requirement that gen ed requirements have to have different prefixes. Another proposal was tabled. Eliminate the restriction that gen ed requirements can overlap with major requirements.

• **GAC Report**: A proposal came to GAC late so it will be reviewed but the readings will be postponed to the fall semester. Feedback on the proposal will be given by May.

• **SAC Report**: Still working on the mental health services. They are considering how to offer adequate seating for obese students in an appropriate way that will avoid embarrassment. Students will be approaching the UPC about lengthening the add-period during registration. Had to table issues with Knightweb and the labeling of food by CAS.

• **FAC Report**: In addition to the Assessment Report which was sent to the Provost’s office, a subcommittee of 3 people undertook the review of 18 SUNY faculty handbooks. The FAC has summarized the results of the review and identified some recommendations in regards to our handbook. Two main recommendations are: make the handbook more accessible and make it easier to use and find the need information, rather than redirecting to other websites.

The meeting adjourned at 5:11 PM.

Respectfully submitted,

Christina Agustinelli-Fucile
Approved Minutes, Undergraduate Curriculum Committee Electronic Vote

30 March 2016

Participants: Chair: B. Harrison, English. Committee: J. Albers, Business; Y. Bilgic, Mathematics; S. Brainard, Library; A. Dantzler, SA; E. Falk, Education; J. Fischer, SA; E. Froome, International Programs; J. King, Education; P. Kurau, Music; G. McClure, English; R. Vasiliev, Geography.

The Dean's Office forwarded to committee the following proposal for review:

Certification in Adolescence Education (7–12): Earth Science and General Science

Clerical error prevented it from being submitted for consideration during our meeting of 22 March 2016.

The proposal was distributed to the committee on Friday, 25 March 2016. A 48-hour period was allowed for comment and correction over email. The committee undertook an electronic vote (via a Google Forms survey): the survey opened on 3PM Sunday, 27 March, and closed at noon on Wednesday, 30 March.

Corrections:
Proposal referred to as "Certification in Adolescence Education (7-12): Geological Sciences" in correspondence. Correct title appears in the minutes.

Question 1. I approve taking this vote electronically, instead of in a meeting with opportunity for discussion. [Two thirds (ten members) of the full committee, not just of those voting, must vote yes in order for this vote to succeed (Constitution XI.6.b).]

Two-thirds vote achieved. Unanimous vote.

Question 2. I approve the revised program proposal: "Certification in Adolescence Education (7-12): Earth Science and General Science." This proposal was circulated by email on Friday, 25 March 2016. Approval requires a majority vote.

Proposal approved. Unanimous vote.

Respectfully submitted, Bill Harrison, UCC Chair.
Draft Minutes, College Senate Meeting
5 April 2016


Guests: K. Barsema, T. Brodner, C. Matthews, W. Kennison

Chair James McLean called this meeting to order at 4:00 p.m.

The minutes from the Senate Meeting of March 1, 2016 were approved without objection.

Report of the Undergraduate Policies Committee of the Senate (missed last meeting due to lost quorum)

Undergraduate Policies Jeff Over
(full proposals can be found at: https://boxes.geneseo.edu/DeanofCollege/doc/Policy/)

UPC Proposes for Second Reading:
Undergraduate Bulletin p. 34 (additions in bold)
Leaves of Absence
Students who have an overall grade point average of at least 2.00 and who have no outstanding obligations to the College are eligible to take a Leave of Absence from their studies for up to two semesters and retain the right to enroll at the College at the end of the Leave preserving their original catalog year and without applying for readmission.

If a student wishes to take a Leave during a semester in progress, an application must be filed before the published course withdrawal deadline to receive grades of “W”; if a student applies for a Leave after this deadline, grades of “E” will be recorded in all courses.

Application forms for Leave are available on-line at geneseo.edu/enrollment_management for download. Completed application forms should be submitted in the Office of the Vice President for Enrollment Management, Doty 312.

Students who leave campus to study abroad or at another college may have to take a Leave of Absence depending on the type of program in which they enroll. (See “Studying at Other Colleges.”)

Students on Leave of Absence who fail to return or to fulfill their obligations to the College will have their status changed from Leave of Absence to Administrative Withdrawal (see below). If they are readmitted to the college after being placed on Administrative Withdrawal, they return under the catalog of the year of their readmission.

All proposals were voted on and approved.

Undergraduate Bulletin p. 36–37; (additions in bold.)
Readmission after Dismissal or Resignation
Students who have been academically dismissed or who resign may not apply for readmission until at least two criteria have been met. First, at least one year must have elapsed since the time of academic dismissal. Second, students are expected to complete successfully a minimum of one full-time semester at another accredited college, or a comparable experience (as determined by the Dean of Curriculum and Academic Services). Students are required to submit an application for readmission, transcripts from any colleges attended, and, in addition, should provide a
brief written statement detailing the reasons for returning to Geneseo. Readmission to the College does not automatically readmit students to majors or programs which have separate admission standards (the School of Business, the School of Education).

Using the procedures described above, an Academic Standards Committee reviews the records of dismissed students and those who resigned in previous semesters and wish to be readmitted to the College. The Committee has the authority to recommend or deny readmission and to specify conditions for readmitted students.

Readmitted students should be aware that their previous Geneseo academic record remains as a part of their Geneseo cumulative average and is considered in academic reviews conducted in subsequent semester. They should also be aware that the Geneseo cumulative average is not altered by grades earned at other institutions. **Readmitted students return under the catalog of the year of their readmission.** For further information, see the section on “Readmission.”

**All proposals were voted on and approved.**

*Undergraduate Bulletin p. 10; (deletions in strikeout, additions in bold.)*

**Transfer Credit**

1. Students may transfer a maximum of 45 credits completed while concurrently enrolled in high school. Of these, a maximum of 30 credits may be AP, IB, and CLEP credits. Credit will not be awarded for courses that overlap with AP, IB and CLEP credits (see section entitled, “Credit for Advanced Placement, International Baccalaureate, Proficiency Examinations”).

2. Students may transfer a maximum of 60 credits from a two-year, degree-granting institution (including no more than a total of 30 AP, IB, and CLEP credits).

3. Students may transfer a maximum of 90 credits from a four-year, degree-granting institution (including no more than a total of 30 AP, IB, and CLEP credits and no more than 60 credits from two-year institutions).

…

8. A grade of C- or above must have been earned for each course accepted for transfer credit. Students should note that while courses with D grades may be used to meet core requirements, the credits will not transfer. Geneseo will not accept transfer credit for courses graded on a Pass/Fail or Satisfactory/Unsatisfactory basis. For information on transferring credit for single courses taken during summer or intersession, see the section on “Studying at Other Colleges” in this bulletin.

**All proposals were voted on and approved.**

**UPC Proposes for First Reading:**

*Undergraduate Bulletin p. 51, under heading General Education Curriculum; deletions in strikeout, additions underlined.*

9. Foreign Language

(as published in the meeting agenda – April 5, 2016)

**All proposals were voted on and approved.**

*Undergraduate Bulletin p. 106ff, in the School of Business section; deletions in strikeout, additions underlined, one editorial comment in [italics].*

**Entrance Procedures**

(as published in the meeting agenda – April 5, 2016)

**All proposals were voted on and approved.**

**Senate Officer Reports:**

President

Denise Battles
The New York State legislature approved the 2016-17 state budget. The budget excluded the proposed extension of the NYSUNY 2020 legislation. The impact/details of this budget on Geneseo will not available for several weeks. E-mails on the budget will be sent as new information arises.

Gail C. Glover has been selected to be Chief Communications and Marketing Officer. She will join the College on May 5, 2016 to provide administrative leadership in advancing strategic communication and marketing initiatives.

The search committee is in the process of screening applicants for the Vice President for College Advancement position.

Several applications have been received for the Sr. Associate to the President. Interviews will begin in early May with an anticipated appointment start date of June 30, 2016.

**Provost** Carol Long
An e-mail draft of the Geneseo Strategic Plan 2016 - 2021 will be sent out on April 18, 2016. Please visit the website for feedback and review at: [http://www.geneseo.edu/spg/strategic-plan-2021](http://www.geneseo.edu/spg/strategic-plan-2021)

**Chair** James McLean
Meredith Harrigan has been appointed to the Faculty Personnel Committee effective April 5, 2016 to fill a vacancy appointment. *This proposal was voted on and approved.*

The March 1, 2016 Senate Minutes were approved.

A short survey was sent to all College Senators on April 5, 2016 regarding the plan being worked on by the Geneseo Applied Learning Group. Please respond quickly so the results can be reported to the Working Group.

**Vice Chair** Meg Stolee
An e-mail will be sent out regarding the Chancellor’s Award nominations.

**Vice President, Student Association** Michael Baranowski
The Academic Affairs Committee will meet at 7:00 p.m. on April 5, 2016 in the College Union Hunt Room.

The Alliance for Community Enrichment meeting will be held on Wednesday, April 6, 2016, at 2:30 p.m. in the Mosaic Room.

**Reports of the Standing Committees of the Senate:**

**Undergraduate Curricula** Bill Harrison
*Full proposals can be found at: [https://boxes.geneseo.edu/DeanofCollege/doc/UCC/](https://boxes.geneseo.edu/DeanofCollege/doc/UCC/)*

*Deletions in titles in **strikeout**, additions to titles *underlined.**

**UCC Proposes for First Reading:**

**New Courses**
- BIOL 265: Anatomy and Physiology I
- BIOL 266: Anatomy and Physiology II
- BIOL 316: Comparative Sustainability
- ENVR 316: Comparative Sustainability
- PSYC 225: Introduction to Cognitive Psychology
- PSYC 233: Introduction to Biological Psychology
- PSYC 268: Health Psychology
- PSYC 452: Advanced Research in Psychology: (subtitle)
- ENGL 102: The Elements of Creative Writing: (subtitle)
- BLKS 200: Introduction to Black Studies
BLKS 220: Black Lives Matter: (subtitle)

GEOG 281: Geography of Food
HONR 230: Preparing a Scholarly Profile
INTD 230: Preparing a Scholarly Profile
PLSC 354: Government and Politics of Latin America
INTD 150: Study Abroad: (subtitle)
INTD 250 Study Abroad: (subtitle)

ACCT 250: Introduction to Investment Research
ACCT 251: Introduction to Performance Reporting Issues for Pooled Fund Vehicles
ACCT 252: Performance and Risk Management Reporting for Pooled Fund Vehicles
ACCT 335: Accounting and Finance topics in Entrepreneurship

FNCE 250: Introduction to Investment Research
FNCE 251: Introduction to Value Investing
FNCE 252: Professional Equity Research Management
FNCE 395: Internship/Seminar

MGMT 362: Business Data Analytics
MKTG 395: Internship/Seminar

MUSC 139: Piano A
MUSC 189: Music A
MUSC 190: Music B
MUSC 201: Musical Theatre Dance
MUSC 233: Introduction to Ethnomusicology
MUSC 236: Music Analysis I: Analytical Models of Musical Form
MUSC 237: Music Analysis II: Analytical Models of Harmony and Chromaticism

MUSC 257 Harmony II
MUSC 306 Counterpoint I
MUSC 307 Counterpoint II
MUSC 346 Jazz Harmony, Improvisation and Analysis I
MUSC 347 Jazz Harmony, Improvisation and Analysis II
MUSC 357 Composition II
MUSC 439 Portfolio Review
MUSC 459: Senior Recital

All proposals were voted on and approved.

New Courses closely related to course deletions
HIST 405: The English Atlantic World to 1763
HIST 406: The Age of the American Revolution
HIST 407: Slave Rebellions and Resistance in the Atlantic World
HIST 410: Making of Industrial America, 1877-1918
HIST 411: Making of Industrial America, 1918-1945
HIST 412: African-Americans in the Age of Jim Crow

HIST 413: Black Power and Structural Inequality in Post-1945
HIST 415: Environmental Thought and Politics in Modern America

HIST 430: Advanced Studies in American History (subtitle)
HIST 440: Advanced Studies in European History (subtitle)
HIST 445: The British Isles, 1485-1689
HIST 448: Imperial and Revolutionary Russia
HIST 452: Nazi Germany
HIST 453: The Holocaust in Historical Perspective
HIST 465: History of the Iroquois: From Pre-Contact to the Present
HIST 470: History of Modern Mexico
HIST 475: Traditional China

HIST 476: Modern China
HIST 480: Advanced Studies in LACAANA History (subtitle)
HIST 491: Senior Seminar (subtitle)
HIST 493: Honors Research/Writing
HIST 495: Internship
HIST 496: Senior Essay

All proposals were voted on and approved.

Deleted Courses closely related to new 4XX courses
HIST 337: The British Isles, 1485-1714
HIST 340: Advanced Studies in European History (subtitle)
HIST 342: Imperial and Revolutionary Russia

HIST 344: Nazi Germany
HIST 349: The Holocaust in Historical Perspective
HIST 352: The English Atlantic World to 1763
HIST 353: The Age of the American Revolution
HIST 355: Slave Rebellions and Resistance in the Atlantic World
HIST 356: Advanced Studies in American History (subtitle)
HIST 357: Black Power and Structural Inequality in Post-1945

HIST 362: History of the Iroquois from Pre-Contact to Present
HIST 366: African-Americans in the Age of Jim Crow
HIST 367: Making of Industrial America, 1877-1918
HIST 368: Making of Modern America, 1918-1945
HIST 369: Environmental Thought and Politics in Modern America
HIST 372: History of Modern Mexico
HIST 380: Advanced Studies in LACAANA History (subtitle)

HIST 381: Traditional China
HIST 382: Modern China
HIST 391: Senior Seminar (subtitle)
HIST 393: Honors Research/Writing
HIST 395: Internships
HIST 396: Senior Essay

All proposals were voted on and approved.

New General Education Courses
THEA 205: F/M/History of Asian Costume
THEA 254: F/History of Western Costume Since the 18th Century

All proposals were voted on and approved.

Revised Courses
GEOG 201: Introduction to Urban and Regional Planning
GEOG 250: U/American Landscapes
GEOG 274: Conservation and Resource Management
GEOG 331: Field Biogeography  
GEOG 348: Sports Geography  
GEOG 355: Experimental Cartography  
GEOG 374: Geographic Thought Senior Seminar  
GEOG 387: Urban Issues  

PSYC 307: Sensation and Perception  
PSYC 315: Psychology of Language  
PSYC 331: The Neural and Chemical Basis of Behavior: (subtitle)  
PSYC 332: Human Neuropsychology  
PSYC 335: Behavioral Pharmacology  
PSYC 338: Animal Behavior  
PSYC 340: Psychology of Learning  
PSYC 350: Social Psychology  
PSYC 355: Psychology of Personality  
PSYC 357: Behavior Genetics  
PSYC 365: Clinical Psychology  
PSYC 370: Introduction to Psychological Testing  
PSYC 380: History and Systems of Psychology  
PSYC 390: Selected Topics: (subtitle)  
PSYC 391: Individual Research  
PSYC 395: Community Internship in Psychology  
PSYC 396: Teaching Practicum in Psychology  
PSYC 397: Undergraduate Research Seminar  

CHEM 324: Principles of Physical Chemistry  
ENGL 493: Honors Thesis Research/Writing Advanced Project  
ECON 205: Business and Economic Statistics  
MGMT 355: Production and Operational Management  

MUSC 140: Piano B  
MUSC 213: Theory Skills I Musicianship Practicum  
MUSC 256: Intermediate Composition Harmony I  
MUSC 311: Theory of Music IV Twentieth-Century Music  
MUSC 317: Orchestration  
MUSC 356: Advanced Composition I  
MUSC 365: Conducting I  

All proposals were voted on and approved.  

Revised General Education Course  
INTD 203: U/Social Foundations of American Education in the United States  
THEA 234: F/History of Western Costume Through the 18th Century  

All proposals were voted on and approved.  

Deleted Courses  
GEOG 333: Historical Geography  
GEOG 340: Pyrogeography  
GEOG 352: Geography of Cyberspace  
HIST 322: Germany from the Nazis to the Present  

Correspondence: senate@geneseo.edu (James McLean, 245-5897)  
Back issues available at http://www.geneseo.edu/senate/bulletin
HIST 332: The Italian Renaissance
HIST 333: Northern Renaissance and Reformation
HIST 339: The French Revolution
HIST 360: Religion in American History
HIST 361: The Early Republic: US 1789-1840

MUSC 156: Elementary Composition
MUSC 210: Theory of Music I
MUSC 211: Theory of Music II
MUSC 310: Theory of Music III
MUSC 313: Theory Skills II

PSYC 325: Cognitive Psychology
PSYC 330: Biological Psychology
PSYC 352: Advanced Research in Psychology: (subtitle)
PSYC 368: Health Psychology

All proposals were voted on and approved.

Revised Program

BA in Psychology
BA in Communication
BA in Comparative Literature
BA in Geography
BA in International Relations

BA in History
BA in Music
BA in Musical Theatre
BS in Biochemistry

Minor in Cognitive Science
Minor in Finance
Minor in Linguistics
Minor in Marketing

Minor in History
Minor in Music
Minor in Musical Theatre
Minor in Piano Pedagogy

Certification B.A. in Adolescence Education (7-12): Biology and General Science
Certification B.A. in Adolescence Education (7-12): Chemistry and General Science
Certification B.A. in Adolescence Education (7-12): Physics and General Science
Certification B.A. in Adolescence Education (7-12): English

Certification B.A. in Adolescence Education (7-12): Social Studies
Certification B.A. in Adolescence Education (7-12): French or Spanish
Certification B.A. in Adolescence Education (7-12): Mathematics
Certification B.A. in Adolescence Education (7-12): Earth Science and General Science

All proposals were voted on and approved.

UCC wishes to inform the Senate of the following office actions resulting from the History Department proposal as noted in that documentation:
Programs in American Studies, Black Studies, and International Relations
Assorted Interdisciplinary minors
Assorted concentrations

**All proposals were voted on and approved.**

**Facility Affairs**

 Rick Gifford

**ad hoc Governance Committee**

 James McLean

*Motions for changes to the Standing Rules of the College Senate; deletions in *strikeout*, additions *underlined*.*

Whereas the meaning of Standing Rule VIII.4 is obscure, and
Whereas standard parliamentary procedure already allows even non-members to speak if consent is given by the body,
Article VIII of the College Senate Standing Rules shall be amended as follows:

**VIII. ATTENDANCE AT COMMITTEE MEETINGS**

1. The minutes of the Executive Committee and the Standing Committees will carry the names of those who are present.
2. Senators shall not send substitutes to the Standing Committee meetings.
3. A Chair of a Standing Committee, if unable to attend a meeting of the Executive Committee, may send a Committee member to represent the Committee at an Executive Committee meeting. S/he may also appoint a Chair for the Committee when s/he is unable to attend.
4. An administrative representative to the Executive Committee may send an Administrative Senator as a substitute.

**All proposals were voted on and approved.**

Whereas earlier Standing Rules refer to topics of discussion which are not yet motions as “issues,”
Article IX of the College Senate Standing Rules shall be amended as follows:

**IX. INITIATION OF BUSINESS**

1. Any Faculty member, as defined in the Faculty Constitution, may refer a matter to a Senator or to the College Senate Chair. The Senator may refer the matter in writing to the College Senate Chair for assignment to the appropriate Committee.
2. Any Faculty member may refer a problem to a Chair of a Standing Committee.
   a) If clearly within its province, the Committee may proceed, informing the Executive Committee of the topic and its source.
   b) Doubtful areas must be cleared through the College Senate Chair.
3. Students should channel business issues through the Executive Committee of the Student Association, their representatives.

**All proposals were voted on and approved.**

Whereas making motions concerning courses and academic programs publically available online serves as sufficient notice to Senators, as demonstrated by customary practice for the past several years without complaint, and
Whereas Standing Rules VI.1, IX.2, and IX.3 already allow issues to be taken up directly by the Standing Committees, even in cases that are not emergencies, Article VI of the College Senate Standing Rules shall be amended as follows:

VI. SUBMISSION OF BUSINESS TO THE SENATE

...  
8. Curricular motions may be presented and acted upon by the body without full presentation of the wording of the motions as long as the motions are available electronically, and the link has been provided in the agenda for the meeting in the required timeframe.  

9. In case of an emergency demanding immediate action by the President of the College, business may move directly to a Standing Committee or to the Executive Committee for its opinion.

All proposals were voted on and approved.

Whereas advance publication of College Senate business is now expected practice for all motions, and Whereas the proposal submission deadlines required for course implementation are now made available well in advance and in a clear fashion, Article VI of the College Senate Standing Rules shall be amended as follows:

VI. SUBMISSION OF BUSINESS TO THE SENATE

...  
10. Generally, curricular and policy matters require must pass votes in two readings in Senate; however, curricular items (excluding program changes) can be posted on the Senate agenda for Second Reading (skipping the formality of a First Reading) if they are published in the College Senate Bulletin at least seven days before the Senate meeting at which they will be considered. (The publishing at this time is taken to constitute the First Reading).

All proposals were voted on and approved.

New Business:

Two open forums to host discussions and feedback will be held in reference to the Geneseo Strategic Plan 2016 - 2021. For additional information, please visit the website: http://geneseo.edu/spg/strategic-plan-2021

Adjournment:

The meeting was adjourned at 5:30 p.m.
Draft Minutes, Faculty Affairs Committee
12 April 2016


Excused: L. Adelson, D. Farthing, T. Kenney, M. Lee,

Chair, R. Gifford, called this final meeting of the FAC for 2015-2016 to order at 4:00 PM.

Reports

None

Unfinished Business

R. Gifford thanked the Committee members for their efforts during the year. The Committee met two fewer times than in previous years because of a later start to the academic year and a snow date in February, but was able to complete a project from last year and start and complete two significant projects this year. A summary of the projects follows:

Performance Forms (carried over from 2014-2015) The Committee reviewed the proposed performance forms for adjuncts, visiting faculty and lecturers and forwarded a memo to the Provost’s office identifying any concerns noted by the 2014-2015 FAC and the current Committee. The project was closed. Special thanks to A. Pellerin for her efforts in completing this project.

Geneseo Handbook Project A subcommittee of the FAC reviewed the online handbooks of 18 SUNY Schools and submitted recommendations to improve the existing Geneso Handbook. The Committee approved the report and R. Gifford discussed the project at Executive Committee. The report was attached to the March 22 FAC minutes. The project findings are located on https://wiki.geneseo.edu/display/senate/Faculty+Handbook+Project#

The project was closed. Special thanks to Dori Farthing, Jim Allen, and Mansokku Lee for their efforts in completing this project.

Executive Summary of Ad Hoc Administrative Assessment Committee Report R. Gifford reported that after the FAC subcommittee’s draft of the Executive Summary of the Assessment Report of the Provost’s Office was distributed to the FAC for review and comment, it was sent to the Provost. Follow-up: Provost Long submitted the Provost’s Office response to the report on April 22. The combined report is attached to these minutes and will be discussed by R. Gifford and Provost Long at the April 26 Executive Committee meeting.

Special thanks Jim Allen and Christine Merrilees for their efforts in completing the project.

New Business

Recommendations for Future Administrative Assessments The Committee makes the following recommendations to the Executive Committee based on its summarization of the faculty’s assessment of the Provost’s Office.

1. The assessment should be more specific to an area. For example, the review of the Provost’s office was very broad given the number of areas reporting to the Provost.
2. The assessment should reflect the expectations of the faculty regarding the area under assessment. Perhaps a pilot study to determine the expectations of the faculty would give the Assessment Committee direction in constructing the instrument.
3. Consider changing the response options to gather more definitive information. One of the highest responses was in the “Unsure” category.

4. Reduce the size of the survey instrument. The assessment consisted of over 50 questions. The volume would most likely be reduced if the survey were more targeted. Randomizing questions within scale is a possibility to get coverage while reducing the size of the instrument.

5. If an administrative function currently conducts a survey, consider developing a joint survey that could satisfy both the administrative function’s and Assessment Committee’s objectives.

6. Develop a process that provides for a timelier summarization of results and report to the faculty.

7. Consider changing “Assessment” to some other term. The faculty is not necessarily qualified to assess all of the critical functions of an administrative area. The term “Assessment” could be a misnomer.

Recommendations of Projects for Future FAC Committees

The Committee makes the following recommendations for future projects.

1. Institute a review of adjunct pay. Jim Allen undertook a preliminary review of adjunct pay. This is an important issue as part-time faculty account for approximately 31% of Geneseo’s teaching faculty. In the assessment of the Provost’s office, over 50% of the respondents indicated that the funding of adjuncts was not adequate. Jim’s review indicated that adjunct faculty average about $18 an hour for their teaching responsibilities. Considering that adjuncts will only earn $3.00 per hour more than New York’s recently passed minimum wage of $15, the current adjunct pay structure should be reviewed. Adequate pay will better enable Geneseo to attract and retain good adjunct instructors and will help reinforce Geneseo’s commitment to excellence in teaching. Special thanks to Jim for raising this issue.

2. Follow-up on the findings of this years’ Handbook Project to help ensure that substantive improvements are made to the College Handbook.

3. Follow-up on the 2014-2015 resolution of the FAC regarding its gender equity. The Committee understands it is currently included in SUNY’s Diversity/Equity/Inclusion initiatives.

4. Institute a project relating to the Faculty’s Control of the Curriculum to determine that faculty control is not diminished by the GLOBE initiative.

5. SOFI Revision – Provost Long has concerns that the current SOFI is not meeting the needs of the College and has asked the Committee to look at the form and develop recommendations. Two objectives would be to make the SOFI more relevant across a range of pedagogies and more flexible to capture substantive student feedback that would enable faculty to better evaluate their teaching. The Committee believes this would be a year-long project.

The meeting adjourned at 5:00 PM.

Respectfully submitted,
Richard Gifford
April 27, 2016
Summary of the Administrative Assessment Committee’s Survey of the Provost’s Office
27 April 2016

Submitted by The Faculty Affairs Committee and the Provost’s Office

Introduction and Overview
In 2014 the ad hoc Administrative Assessment Committee (AAC) was formed by the Executive Committee of the College Senate and charged with the responsibility of assessing the activities of the administrative office, including the activities of the senior administrator himself or herself: their performance on the tasks and goals with which they have been charged, the problems, challenges, and current issues they face, and their immediate future needs (see College Senate Bulletin No. 1 2014/2015 pages 8-9).
The AAC selected the Provost’s Office and certain functions reporting to the Provost in 2015 to assess. The AAC developed the survey. In spring 2015 the survey was distributed by the Senate Chair to the 368 faculty on the faculty-L mailing list and 226 professionals on the professional-L mailing list. Included in the faculty were 50 part-time temporary appointments and 55 part-time appointments. The professionals represented Academic Affairs, Administration and Finance, Enrollment Management, Advancement, and Student & Campus Life Divisions. The overall response rate for the survey was 15.49% (92 individuals). Of the 92 respondents; 65 identified themselves as teaching faculty, 21 identified themselves as employees of the professional divisions, 2 did not indicate their affiliation and 4 who designated themselves as Other. Respondents indicated their level of agreement with survey questions on a scale from one to five with one being strongly disagree and five being strongly agree. They could also indicate not applicable/no experience.

In the fall 2015, the Senate Chair directed the Faculty Affairs Committee (FAC) to develop a summary of the survey results for viewing by the campus. Below the FAC presents the results of the survey by Assessment Category. To facilitate the review, survey results representing common topics have been combined. The FAC has not edited the results nor presents any evaluation of the findings of the survey. This report is presented in two sections. Section I was prepared by FAC and provides an overview of the results of the survey. In Section II, the Provost’s Office comments on the findings of the survey and indicates any actions taken as a result of the survey.

Section 1 – Survey Results
Section I summarizes the results of the Ad Hoc Administrative Assessment Committee’s 2015 survey of the Provost Office and selected functions reporting to the Provost. The results have been compiled either by common theme or by organizational function. For each series of questions, we have indicated those questions where survey responses were most supportive (highest percentage of agree and strongly agree responses) and least supportive of the statements (highest percentage of strongly disagree and disagree responses).

Category: Provost’s Office Leadership
Survey Questions: Nine statements assessed respondents’ perceptions of the leadership provided by the Provost’s office. The statements were worded The policies, procedures, programs and staff of the Provost’s office
1. inspire me to do my best work. (least supportive response – 37% disagreeing)
2. support and foster teaching excellence.
3. value and support scholarship. (most supportive response – 55.5% agreeing)
4. value and support college and professional service.
5. reward excellence.
6. foster collaboration between faculty.
7. foster cooperation between their office and employees.
8. clearly communicate operational policies and procedures.
9. provide a supportive employment environment.

Survey questions response: 90 respondents (graph denotes % of total respondents)

Survey Category: Curriculum
This section addressed the Provost’s office and two divisions reporting to the Provost; the Dean’s Office and the Library. The survey questions relating to each area are reported separately.

Provost’s Office - Curriculum: Three statements assessed respondents’ perceptions of Provost’s Office with respect to the Curriculum. The statements were worded The policies, procedures, programs and staff of the Provost’s Office

1. stay current with trends in academia. (tie - least supportive response – 22% disagreeing)
2. advocate for the modernization of academic buildings, facilities, and equipment. (most supportive response – 40% agreeing)
3. advocate for Smart classrooms that are adaptable to a variety of teaching styles. (tie - least supportive response – 22% disagreeing)

Survey questions response: 90 respondents (graph denotes % of total respondents)

Dean’s Office – Curriculum: Three statements assessed respondents’ perceptions of Dean’s Office with respect to the Curriculum. The statements were worded The policies, procedures, programs and staff of the Dean’s Office

1. engage the faculty in all areas that affect the curriculum at the college. (most supportive response – 32.3% agreeing)
2. support curriculum innovation.
3. provide transparency in decision-making. (least supportive response – 45.6% disagreeing)

Survey questions response: 90 respondents (graph denotes % of total respondents)
Library – Curriculum: Five statements assessed respondents’ perceptions of the Library with respect to the Curriculum. The statements were worded The policies, procedures, programs and staff of the Library

1. supply and support the traditional library needs. (most supportive response – 80% agreeing)
2. supply and support emerging trends in library services.
3. support curriculum innovation.
4. provide transparency in decision-making. (least supportive response – 9% disagreeing)
5. promote a balance among the following: electronic; classroom; and one-on-one instruction/assistant.

Survey questions response: 90 respondents (graph denotes % of total respondents)

Provost’s Office - Resource Allocation: Eight statements assessed respondents’ perceptions of Provost’s Office with respect to Resource Allocation. The statements were worded The policies, procedures, programs and staff of the Provost’s Office

1. clearly and effectively communicate hiring procedures with departments. (most supportive response – 35.2% agreeing)
2. fairly and openly share the process for deciding the strategic allocation of personnel lines.
3. provide an open channel for discussion about the potential for future personnel lines within my department.
4. communicate personnel search schedules in a timely fashion.
5. balance the needs of the various departments in a transparent allocation process.
6. provide sufficient funds for adjuncts. (least supportive response – 51.1% disagreeing)
7. support the funding of instructional tools, e.g. temp services, tutors, laboratory instructors, supplies and equipment.
8. provide sufficient set-up funds for new faculty.
Survey Category: Personnel Management

This section included questions relating to the Provost’s office and Sponsored Research, which reports to the Provost. The survey questions relating to each area are reported separately. In addition, the results of survey questions relating to common themes are combined.

**Provost’s Office - Personnel Searches:** Three statements assessed respondents’ perceptions of Provost’s Office with respect to personnel searches. The statements were worded *The policies, procedures, programs and staff of the Provost’s Office*

1. clearly communicate the process by which searches must be conducted. *(most supportive response – 67.1% agreeing)*
2. value and follow decisions made by department search committees.
3. make decisions and offers at the conclusion of searches in a timely fashion. *(least supportive response – 34.1% disagreeing)*

Survey questions response: 91 – 92 respondents (graph denotes % of total respondents)
3. support new ideas.

Survey questions response: 90-91 respondents (graph denotes % of total respondents)

Survey Category: Personnel Management

Provost’s Office – Support of Faculty Research, Development & Teaching: Five statements assessed respondents’ perceptions of Provost’s Office with respect to faculty teaching, research and development. The statements were worded *The policies, procedures, programs and staff of the Provost’s Office*

1. Support faculty professional training.
2. Support faculty research scholarship. *(most supportive response – 52.2% agreeing)*
4. Support curricular scholarship.
5. Support faculty mentorship of students. *(least supportive response – 32.6% disagreeing)*

Survey questions response: 90-92 respondents (graph denotes % of total respondents)

Survey Category: Personnel Management

Sponsored Research – Support of Faculty Funding: Four statements assessed respondents’ perceptions of Sponsored Research with respect to supporting faculty. The statements were worded *The policies, procedures, programs and staff of Sponsored Research*

1. clearly explain the criteria and deadlines for the grant programs. *(most supportive response – 69.3% agreeing)*

Correspondence: senate@geneseo.edu (James McLean, 245-5897)
Back issues available at http://www.geneseo.edu/senate/bulletin
2. help faculty locate sources of external funding. \textit{(least supportive response – 7.8\% disagreeing)}
3. provide support for the development and submission of external grant proposals.
4. ensure that indirect cost funds are used appropriately to support research.

Survey Response: 90-92 Respondents (graph denotes \% of total respondents)

Survey Category: Personnel Management

Provost’s Office - Faculty Contract Renewal, Tenure and Promotion: Six statements assessed respondents’ perceptions of Provost’s Office with respect to faculty contract renewal, tenure and promotion. The statements were worded \textit{The policies, procedures, programs and staff of the Provost’s Office}

- 1. communicate clear expectations to the faculty about renewal, continuing appointment, and promotion. \textit{(most supportive response – 56.5\% agreeing)}
- 2. provide consistent expectations to the faculty about renewal, continuing, and promotion. \textit{(least supportive response – 25\% disagreeing)}
- 3. offer helpful yearly information sessions for portfolio development.
- 4. administer a fair evaluation process for renewal, continuing appointment, and promotion
- 5. provide opportunities for dialogue and feedback during the renewal continuing appointment, and promotion process.
- 6. respond to concerns during the renewal, continuing appointment, and promotion process.

Survey Questions Responses: 92 Respondents (graph denotes \% of total respondents)
Administrative Assessment: Provost’s Office Response  
April, 2016  

The Provost’s Office administrators and staff would like to thank the Senate Executive Committee, the ad \textit{hoc} Administrative Assessment Committee, and the Faculty Affairs Committee for their work on this assessment effort, for the informative report, and for the opportunity to respond to it. Administrative assessment is an important part of our efforts to assess and improve institutional effectiveness, and we commend this initiative from the Senate.

In the response below we begin with a brief overview response and then have organized our comments in relation to the sections of the Faculty Affairs Committee summary report.

\textbf{Overview}  

In general, we are gratified by the overall positive view that respondents held toward the areas surveyed. The report’s graphs designed to summarize the overall pattern of agree/disagree responses provide a useful way to quickly identify areas of perceived strength and areas that may require attention. For example, and not a surprise to us, the domain that showed the highest rate of negative responses was Resource Allocation (39.9\% of the responses registered as disagree/strongly disagree). In contrast, the Library, along with other areas, is viewed very positively (only 3.8\% of responses disagree/strongly disagree).

One of the primary things we recognized from this assessment was the need for greater and more effective communication from the Provost’s Office, both in terms of keeping faculty and staff informed and in terms of sharing the accomplishments of faculty and staff internally and externally. We are working with Tony Hoppa and with the Office of Communications to improve our digital communication methods and to develop better methods of gathering and sharing information from across Academic Affairs.

\textbf{Provost’s Office Leadership}  

We are pleased that a majority of responses see the Provost’s Office as valuing and supporting scholarship. That we are seen as aligned with our core mission is encouraging. In other areas, our communication seems less effective. Though the reasons for the low ranking on “inspire me to do my best work” are not entirely clear from the feedback, we believe part of the reason may be an emphasis on bureaucratic or functional messaging from our offices and lack of attention to celebrating publicly the many outstanding accomplishments of our faculty and staff. We are working to remedy this through our communication plans and our meeting agendas.

\textbf{Curriculum}  

Responses related to curriculum are divided into three categories in the FAC summary: Provost’s Office, Dean’s Office, and Library. As previously noted, the Library’s contributions to the curriculum and instruction are viewed very positively. We are very proud of the exceptional library that we have and it is good to see that their efforts are recognized in the results of this survey. The role of the Provost’s office is also seen in a positive light, but the high level of unsure responses would suggest that many may not know much about our role in this area. Finally, the results suggest that the Dean’s Office is an area that may require attention, and specifically with respect to transparency of decision making. Overall the responses on curriculum suggest there is need for engagement around questions of curriculum development and innovation throughout Academic Affairs. To coordinate thinking, policy, and
communication among the Provost’s Office, the Dean’s Office, the department chairs, and the various faculty committees related to curriculum will be a goal in the coming academic year.

**Resource Allocation**

The general domain of Resource allocation produced the highest overall number of disagree/strongly disagree responses. As an institution, we do not have the luxury of a large endowment or generous state support. Decisions about how to use our limited resources are the most difficult ones to make and few if any of the academic areas at Geneseo can claim to have more than adequate resources. It is good to see that departments found that hiring procedures were effectively communicated and supported. Over the past several years, considerable attention has been devoted to hiring procedures by the Office in an effort to clarify and streamline these processes and to provide support for diversifying our faculty and staff. These efforts will continue, and we will seek continuing feedback in relation to our campus diversity planning. Other elements of hiring, such as balancing needs of various departments, providing start-up needs for faculty, and discussing potential future personnel lines will continue to be a major focus of the Office.

The most critical response in this area came in regard to providing sufficient funds for adjunct hiring. We have made small incremental changes in base adjunct salary as we have been able to do so, and we continue to work with departments on level of staffing within our financial limitations.

**Personnel Management**

Responses in this area were organized into five areas by the FAC: personnel searches; support of faculty initiatives; faculty research, development & teaching; support of faculty funding; and faculty contract renewal, tenure and promotion. Again, it is no surprise to the Provost’s office that Sponsored Research is perceived as highly effective in the work this vital office does to support faculty seeking funding from external and internal sources; enhanced outreach efforts over the past year have increased the accessibility of information about grant opportunities. It is good to see that there is wide recognition of the effectiveness of this office.

With respect to the Provost’s office support of faculty research, development, and teaching, the data indicate that we could do more to support faculty mentoring of students. The higher disagree rates attached to this item may partly reflect the challenge that faculty face in providing individualized opportunities for students and the challenges of advising with our current student-faculty ratio. The proposed strategic plan includes this issue as a priority to address.

In general, the Provost’s office handling of contract renewal, tenure, and promotion is perceived as effective. We are not sure what to make of the finding that our communication of clear expectations produces the highest agree rate in this area and that providing consistent expectations for these processes shows the lowest agree rate. We continue to work with departments and faculty on communicating and administering renewal, tenure and promotion clearly, fairly and consistently.

Finally, with respect to our conduct of searches for faculty and staff, our office is perceived as effective. The process of concluding searches in a timely manner is identified as an area that we should be addressing. The length of time it takes to get the official appointment letter to our selected candidates is an area that we are working on. We recognize that it remains an area that can be improved.
Closing Comments

Thank you again for this helpful project. We think this assessment has both identified true areas of excellence in the administration of Academic Affairs and at the same time has identified areas that we need to improve. We look forward to working together to improve our College and its learning and working environment.