



# GENESEO

## COLLEGE SENATE BULLETIN

State University of New York at Geneseo  
College of Arts and Sciences

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**Pages 1-40**

**9 September 2022**

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# Agenda, College Senate Meeting

13 September 2022

Call to Order

4:xx, [Zoom Meeting](#) 958 0197 6584

Adoption of the Agenda

## Reports

President  
Provost  
Chair

Denise Battles  
Joe Cope  
Amy Sheldon

Standing Rules of the Senate - Section VI.10

Curricular matters must be presented to the College Senate according to the following rules.

Experimental courses, course renumbering, and curricular matters that directly result from course renumbering or course renaming may be implemented by the Provost's office without explicit College Senate approval.

Curricular matters including editorial changes to course and program descriptions, course renaming, **and** deletions of courses, ~~and the removal of a General Education designation from a course~~ must pass a vote by committee (UCC or GAAC).

Deletion of majors, minors and microcredentials must pass a vote in one reading in the College Senate.

**The removal of a General Education and/or Geneseo Education for a Connected World designation from a course, the addition of a General Education and/or Geneseo Education for a Connected World designation to a course, and changes to general education and/or Geneseo Education for a Connected World designations or requirements for a course must be approved by the GLOBE committee.**

**Temporary tagging of the remaining courses approved by the former General Education Committee for a Geneseo Education for a Connected World designation must be approved by UCC and the College Senate.\***

All other curricular matters must pass votes in two readings in the College Senate. This includes but is not limited to: creation or revision of courses, majors, minors and microcredentials, revisions to majors or graduate programs that change the focus, add or remove tracks, or change credits, ~~adding a General Education designation to a course, and changes to general education requirements for a course.~~

All curricular matters must be reported to the College Senate monthly for publication in the Senate Bulletin.

*\*This line is not intended to remain as a permanent change to the Standing Rules, but to only serve to allow the Senate to conclude old business.*

Vice Chair  
Past-Chair  
Diversity, Equity, and Inclusion Advisor  
Secretary  
Treasurer  
University Faculty Senator  
Vice President, Student Assoc.

Rod Doggett  
Paul Schacht  
Dan Jacques  
Lee Pierce  
Harry Howe  
Ralph Velasquez

## Reports of the Standing Committees of the Senate

### Undergraduate Curricula

Bill Harrison

First Reading (see *UCC April 26 2022 Minutes*)

#### New General Education Designations

##### DIVERSITY, PLURALISM, AND POWER

COMN 231: Public Speaking and Rhetoric II: Power  
COMN 317: Culture & Communication  
COMN 330: Photography as Visual Communication  
COMN 458: Visual Rhetoric  
INTD 203: Social Foundations of Education in the U.S.  
MUSC 100: Understanding Music  
MUSC 217: Jazz in America  
MUSC 222: History of American Musical Theatre  
MUSC 227: MUSIC in Western Civ: Bach to Beyonce  
MUSC 232: Folk Music in America  
PLSC 110: S/U/American Politics  
PLSC 130: Political Theory  
PLSC 360: S/M/Developing World Politics  
PLSC 361: Women & Politics  
PLSC 417: Identity and Politics  
PLSC 419: Constitutional Rights & Liberties  
PLSC 431: Classical Quest for Justice  
PLSC 454: Govt & Politics of Latin America  
PLSC 490: Sem in American Politics

##### WORLD CULTURES & VALUES

INTD 203: Social Foundations of Education in the U.S.  
MUSC 100: Understanding Music  
MUSC 123: Music of the World's Peoples  
MUSC 141: Voice Class for gen. student  
MUSC 165: Instrumental Ensemble  
MUSC 227: MUSIC in Western Civ: Bach to Beyonce  
MUSC 231: Introduction to Ethnomusicology  
MUSC 241: Voice Class for gen. student  
PLSC 120: S/Comparative Politics  
PLSC 140: S/International Politics  
PLSC 360: S/M/Developing World Politics  
PLSC 382: S/U.S. Foreign Policy  
PLSC 441: Democracy & Int'l Relations  
PLSC 448: Pol of Internatl Econ Relatns  
PLSC 454: Govt & Politics of Latin America  
PLSC 492: Comparative Politics Theories  
PLSC 494: Theories of Int'l Relations

##### CONTEMPORARY GLOBAL CHALLENGES

PLSC 120: S/Comparative Politics  
PLSC 140: S/International Politics  
PLSC 340: Climate Change Ldrship & Pol  
PLSC 361: Women & Politics  
PLSC 382: S/U.S. Foreign Policy  
PLSC 417: Identity and Politics  
PLSC 441: Democracy & Int'l Relations  
PLSC 448: Pol of Internatl Econ Relatns  
PLSC 492: Comparative Politics Theories  
PLSC 494: Theories of Int'l Relations

CREATIVITY & INNOVATION

- COMN 231: Public Speaking and Rhetoric II: Power
- COMN 330: Photography as Visual Communication
- COMN 367: Advanced Visual Communication
- COMN 458: Visual Rhetoric
- MUSC 123: Music of the World's Peoples
- MUSC 141: Voice Class for gen. student
- MUSC 160 – 01: Chamber Singers
- MUSC 165: Instrumental Ensemble
- MUSC 217: Jazz in America
- MUSC 222: History of American Musical Theatre
- MUSC 231: Introduction to Ethnomusicology
- MUSC 232: Folk Music in America
- MUSC 241: Voice Class for gen. student
- PLSC 251: Modern Political Analysis

SUSTAINABILITY

- PLSC 340: Climate Change Ldrship&Pol

DEI/ANTIRACISM

- COMN 317: Culture & Communication
- INTD 203: Social Foundations of Education in the U.S.
- MUSC 100: Understanding Music
- MUSC 160 – 01: Chamber Singers
- MUSC 227: MUSIC in Western Civ: Bach to Beyonce
- MUSC 231: Introduction to Ethnomusicology
- MUSC 232: Folk Music in America
- PLSC 110: S/U/American Politics
- PLSC 120: S/Comparative Politics
- PLSC 130: Political Theory
- PLSC 140: S/International Politics
- PLSC 360: S/M/Developing World Politics
- PLSC 361: Women & Politics
- PLSC 382: S/U.S. Foreign Policy
- PLSC 417: Identity and Politics
- PLSC 419: ConstitutionalRights&Liberties
- PLSC 431: Classical Quest for Justice
- PLSC 441: Democracy & Int'l Relations
- PLSC 454: Govt&Politics of Latin America
- PLSC 490: Sem in American Politics
- PLSC 492: Comparative Politics Theories
- PLSC 494: Theories of Int'l Relations

**Undergraduate Policies**

**Josh Baecker**

**Graduate Academic Affairs**

**Ken Pan**

**Student Affairs**

**Faculty Affairs**

Tommy Osburn

**New Business  
Adjournment**

5:xx

# Memo from the College Senate Chair

## 2022-2023 College Senate Meeting Schedule

College Senate meetings (executive and the whole body) will be conducted through online platforms for the Fall 2022 semester. This decision is based on concerns pertaining to accessibility of College Senate meetings to all members of the College community and public health concerns. The Executive Committee will re-evaluate the platform for the Spring 2022 semester. Standing committees of the College Senate may choose to meet in-person or virtually. Links to all meetings will be posted on the Senate Google calendar, and as always, are open to all College members to observe as guests. Senate meetings will begin **promptly** at 4:00 pm on the following dates:

September 13, 2022  
October 18, 2022 (with All College Meeting)  
November 8, 2022  
December 6, 2022  
February 14, 2023  
March 28, 2023 (with All College Meeting)  
April 18, 2023  
May 9, 2023

## College Senate Standards of Professionalism – Statement of Values

The College Senate values thoughtful, vigorous discussion conducted with civility and mutual respect. It welcomes the contributions of all participants, regardless of academic position, professional rank, years of experience, or social identity. Individuals partaking in Senate business--including committee work, meetings, and related communications--should uphold the College's commitment to pluralism and refrain from any language or behavior that undermines the Senate's dedication to inclusivity and open debate. This includes respecting all perspectives, even controversial or unpopular ones, and consistently abiding by the Faculty Constitution and Bylaws, Robert's Rules of Order, broader democratic principles, and the College's Promoting the Respectful Workplace Policy.

If you are concerned that these standards have been violated, please communicate with the Diversity, Equity, and Inclusion Advisor and / or the College Senate Chair, who will work with you to determine appropriate further action.

## Senate Meetings Using Zoom or Teams

During the Senate meetings, individual videos and microphones will be disabled/muted when a person is not speaking. Senators should use the "raise hand" feature to alert the Chair that you wish to speak. The Chair will attempt to call on people in the order in which hands are raised, giving preference to those who have not yet spoken. The Chat feature is provided for the ease of suggested wording for amendments. Senators seeking anonymity may use the Private Chat feature to communicate with an officer. *Meeting decorum is expected when using the Chat feature.* The Chat feature is not a formal part of the Senate business and should not be used for sidebar conversations that distract from the meeting discussion or progress. Voting will be conducted using the "Poll" feature. All Senate meetings will provide Closed Captioning.

## College Senate Communications

The Senate Chair (Amy Sheldon) will be primarily using the email address [senate@geneseo.edu](mailto:senate@geneseo.edu) for faculty governance communications. She can also be reached at the email [sheldon@geneseo.edu](mailto:sheldon@geneseo.edu).

The College Senate Bulletin will be distributed through the Senate-L mailing list. Any non-senator may be added to this mailing list by contacting the Senate Chair or Secretary (Lee Pierce).

Minutes from Senate meetings and some Senate Committee meetings will be published twice, in Draft and Approved form. The Approved form is the official record of the meeting. The Drafts are for communication only, although it is rare to have substantial change between the versions. Standing Committee Minutes (Draft

or Approved) pertaining to any motions, resolutions, or proposals to be presented to the Senate body for a vote must be published in the Bulletin the week prior (5 days) to the Senate meeting.

### College Senate Membership and Committee Assignments

The College Senate membership currently stands as in the following table. This is also available on the College Senate wiki, which will be updated as empty seats are filled, and which also shows listings by committee under the appropriate committee page.

The total number of Senators for the fall semester is 63. There are currently 28 seats vacant, but 20 of these should be filled by the end of October (students, part-time faculty, and University Faculty Senator), leaving eight seats remaining vacant through the fall. Quorum is currently 32. Assuming 20 of the vacant seats are filled, the quorum will then be 42. Currently, a Special Meeting of the Senate can be called by a petition of 6 members (8 when 20 seats are filled), or a majority of the Executive Committee (8, 9 when UFS filled), or 10% of the faculty (roughly 45).

OFFICERS OF THE FACULTY (EX OFFICIO)			TERM	COMMITTEE	
Presiding Officer of the Faculty & Chair	Amy Sheldon	Geological Sciences	202	202	Executive
Vice Chair	Rob Doggett	English	202	202	Executive
Secretary	Lee Pierce	Communication	202	202	Executive
Treasurer	Harry Howe	School of Business	202	202	Executive
Diversity, Equity, and Inclusion Advisor	Dan Jacques	Chemistry	202	202	Executive
Past Presiding Officer	Paul Schacht	English	202	202	Executive
University Faculty Senator	VACANT		202	202	Executive

GLOBE COMMITTEE CHAIR (EX OFFICIO)			TERM	COMMITTEE	
GLOBE Chair	Kurt Fletcher	Physics & Astron	202	2023	Executive

ADMINISTRATION (EX OFFICIO)			TERM	COMMITTEE	
President (non-voting)	Denise Battles	Administration			Executive
Provost, Interim (non-voting)	Joe Cope	Administration			Executive
VP Finance & Administration	Julie Buehler	Administration			NA
VP Student & Campus Life	Michael Taberski	Administration			NA
VP College Advancement	Ellen Leverich	Administration			NA
VP Enrollment Services	Costas Solomou	Administration			NA
Assoc. Provost for Curriculum and Assessment	Melanie Blood	Administration			NA

STUDENT SENATORS			TERM	COMMITTEE	
VP of Student Assn (ex officio)	Ralph Velasquez		202	2023	Executive
Student			202	2023	UPC
Student			202	2023	UCC
Student			202	2023	SAC
Student			202	2023	SAC

Student			202		
			2	2023	SAC
Student			202		
			2	2023	UPC
Student			202		
			2	2023	FAC
Student			202		
			2	2023	UCC
Student			202		
			2	2023	UPC
Student			202		
			2	2023	FAC
Student			202		
			2	2023	UCC
Student			202		
			2	2023	SAC
Student			202		
			2	2023	SAC
Student			202		
			2	2023	SAC
Graduate Student			202		
			2	2023	GAAC
Graduate Student			202		
			2	2023	GAAC
Graduate Student			202		
			2	2023	GAAC
<b>PROFESSIONAL FACULTY</b>					
Academic Affairs	Celia Easton	Academic Planning and Advising	202		
			1	2023	UCC
Academic Affairs	Ravi Lamontagne	Computing & Info Tech	202		
			1	2023	SAC
Admin & Finance	John Haley	Administrative Systems	202		
			1	2023	GAAC
College Advancement Enrollment Management	Carol Marcy Georgenson	College Advancement	202		
			1	2023	UCC
Student & Campus Life	Kurt Nolan	Admissions	202		
			1	2023	UPC
Student & Campus Life	Kurt Nolan	Univ. Police	202		
			1	2023	FAC
Student & Campus Life	Laura Dulski	Residence Life	202		
			2	2024	SAC
Admin Sen - At Large	Laurie Fox	Computing & Info Tech	202		
			1	2023	UPC
<b>TEACHING FACULTY</b>					
<b>At Large: Over 6 Years</b>					
At Large: Over 6 Years	Sarah Brookes	Communications	202		
			1	2023	UPC
At Large: Over 6 Years	Annmarie Urso	School of Education	202		
			1	2023	GAAC
At Large: Over 6 Years	Bill Harrison	English	202		
			2	2024	UCC Chair
At Large: Over 6 Years	Alessandra Otero	Milne Library	202		
			1	2023	FAC

At Large: Over 6 Years	Alan Witt	Milne Library	202 1	2023	FAC
At Large: Over 6 Years	Cesar Aquilar	Mathematics	202 1	2023	FAC
At Large: Over 6 Years	Chris Leary	Mathematics	202 1	2023	UPC
At Large: Over 6 Years	Kurt Fletcher	Physics	202 2	2024	--
At Large: Over 6 Years	VACANT				
At Large: Over 6 Years	VACANT				
At Large: Over 6 Years	VACANT				
At Large: Over 6 Years	VACANT				
At Large: 1-6 Years	Alphabetical by Department				
At Large: 1-6 Years	Josephine Reinhardt	Biology	202 1	2023	UCC
At Large: 1-6 Years	Lee Pierce	Communication	202 1	2023	--
At Large: 1-6 Years	Kiara Massar	English	202 1	2023	SAC
At Large: 1-6 Years	VACANT				
At Large: 1-6 Years	Chastity Murray	Psychology	202 1	2023	SAC
Part Time Faculty Senators					
Part-Time Senator			202 2	2023	
Part-Time Senator			202 2	2023	
Departmental Senators					
Alphabetical by Department					
Dept Senator	Paul Pacheco	Anthropology	202 1	2023	UPC
Dept Senator	Alla Myzelev	Art History	202 2	2024	GAAC
Dept Senator	Joshua Baecker	Biology	202 0	2022	UPC Chair
Dept Senator	Regina Clinton	Biology	202 1	2023	SAC
Dept Senator	Hristina Nedelkovska	Biology	202 1	2023	SAC
Dept Senator	Ruel McKnight	Chemistry	202 1	2023	FAC
Dept Senator	Ming Lei	Communications	202 1	2023	GAAC
Dept Senator	Caroline Woidat	English	202 2	2024	FAC
Dept Senator	Maria Lima	English	202 1	2023	FAC
Dept Senator	Colleen Garitty	Geography	202 1	2023	UCC
Dept Senator	Jeff Over (Spring)	Geological Sciences	202 1	2023	UPC
Dept Senator	Ling Ma	History	202 2	2024	UPC



Dept Senator	Amanda Lewis-Nang'ea	History	202 1	2023	SAC
Dept Senator	Kodjo Adabra	Languages & Literatures	202 2	2024	UPC
Dept Senator	Dawn Aguilar	Mathematics	202 1	2023	UCC
Dept Senator	Ahmad Almomani	Mathematics	202 1	2023	SAC
Dept Senator	Sherry Larson-Rhodes	Milne Library	202 0	2022	UCC
Dept Senator	Andrew Bergevin	Music	202 1	2023	FAC
Dept Senator		Music	202 2	2024	
Dept Senator	Amanda Roth	Philosophy	202 2	2024	UCC
Dept Senator	Tommy Osburn	Physics & Astronomy	202 0	2022	FAC Chair
Dept Senator	Andrew Hart	Pol Science & Intern Relations	202 2	2024	UCC
Dept Senator	Terry Bazzett	Psychology	202 2	2023	UCC
Dept Senator	Brad Taber-Thomas	Psychology	202 2	2024	FAC
Dept Senator	Ken (Lee-Hsien) Pan	School of Business	202 2	2024	GAAC Chair
Dept Senator	Chinmay Jain	School of Business	202 2	2024	GAAC
Dept Senator	Jeanne Galbraith	School of Education	202 2	2024	UPC
Dept Senator	Thea Yurkewecz-Stellato	School of Education	202 1	2023	GAAC
Dept Senator	Amy Braksmajer	Sociology	202 1	2023	SAC
Dept Senator	Johnnie Ferrell	Theatre & Dance	202 2	2024	UPC

### Special Appointments

Paul Schacht will continue as Past Presiding Officer.

# Report, University Faculty Senator

13 June 2022

Report from the 191<sup>st</sup> plenary meeting of the University Faculty Senate on 7–9 April 2022.

A general report, prepared by the UFS, will become available at <http://www.sunyufs.us/> under the PLENARIES & MEETINGS menu.

## Items of Interest

The following miscellaneous pieces of information do not fit in any larger theme.

1. The Board of Trustees approved a system policy that campuses may not withhold transcripts from graduates due to outstanding unpaid fees.  
The Board of Trustees approved a name, image, and likeness policy specifically for undergraduate athletes.
2. During the meeting, the composition of the [search committee for a new system Chancellor](#) was announced. The search committee has many Trustees and several industry leaders, and university presidents (including non-SUNY institutions). The UFS President provides one faculty voice, but no students were included. The Interim Chancellor agreed that the SUNY telecommuting policy needs a review. This statement was made in the context of the fact that it is currently difficult to hire and retain staff, an effect they are experiencing at system central as well as on campuses.
3. The Provost noted that numbers of new student applications were up relative to last year. Specifically, applications to doctoral institutions increased 5.7%, applications to comprehensives increased 3.9%, and applications to the technical sector increased 0.4%.  
In an attempt to make it easier to create courses around Open Education Resources, the site <https://oer.suny.edu/> offers “Ready-to-Adopt Courses.” The idea is that faculty could use these to jump-start course development.

## Resolutions

Three actionable resolutions were passed.

4. “Successful Implementation of the SUNY Health, Wellness, and Well-Being Infrastructure and Leadership Architecture” largely aimed to remind system administration to complete commitments which were made in the past.  
“Costs of Administration Study” calls on system administration to conduct a longitudinal study of administrative costs on campuses over the past several decades. Over the last several years, the UFS Operations Committee had attempted such a study, motivated by perceptions of “administrative bloat,” but found that the task was too large to be practical for their limited resources.
5. “Updating, revising, and clarifying The State University of New York Guide to Presidential Searches at State-Operated Institutions (document #8400)” is self-explanatory. During a search at Upstate Medical University, the faculty noted various unclear points in the Guide, which are detailed in the full resolution.

Respectfully submitted,  
James McLean, University Faculty Senator

## Draft Minutes, College Senate Meeting

10 May 2022

### Call to Order

4:00, [Zoom Meeting 958 0197 6584](#)

Adoption of the Agenda

Approval of Apr 19 College Senate Minutes--approved

<final minutes of 2021-2022 semester, published as draft>

### Reports

President

Denise Battles

1. President Battles shared information about this year's enrollment management efforts, relaying the challenges associated with securing the Fall 2022 class. While the academic profile is strong, and the Enrollment Management team's effort have been outstanding, the College is significantly short of its headcount goal due to demographics, market competition, and the pandemic. She shared the efforts already underway to close the enrollment gap, including an extended deposit deadline and an aggressive outreach campaign to prospective students. She noted the ways in which the campus community can help, including participating in the retention program, providing referrals to potential benefactors of financial assistance, participating in the anti-melt strategy designed to retain deposited students through the summer, and assisting with outreach to and engagement with admitted students. In that last regard, to ensure timely responses are made, faculty are encouraged to route inquiries that may come to them over the summer to their chairs or deans.
2. President Battles provided an update on the provost transition and search, including the details for Provost Robertson's farewell event on Friday, May 13 from 4 to 6 p.m. in the Union Ballroom. She noted her regret that she could not accommodate all who were interested in participating on the search committee and thanked Paul Schacht for agreeing to chair the search, as well as the students, faculty, and staff who will serve as members. The full committee membership was announced the week of May 2.
3. President Battles said the College submitted its institutional response to the Site Team's Final Report to the Middle States Commission on Higher Education (MSCHE) and said we look forward to the Commission's final action in June.
4. President Battles shared an update on this year's commencement ceremonies, which will be in-person with appropriate safety protocols in place. She said the College is actively monitoring relevant public health data and will announce any changes to those protocols as warranted.
5. President Battles offered her appreciation for the hard work and dedication of her colleagues and students and offered her best wishes for a successful close to the 2021-22 academic year.

Provost

Stacey Robertson

Calendar Shift to 2022-2023 academic year (See full proposal in Agenda Appendix A):  
Interession: Starts two days earlier (12/29). No classes 1/2 and 1/16. Last day of classes 1/20. Grades due 1/23.  
Spring: Start one day earlier (1/24). Diversity Summit 2/28. Rest of schedule unchanged. (Study Day 5/11, Exams 5/15-18, Graduation 2/20).

1. Geneseo Education for a Connected World - implementation update; “McLean amendments” required several steps and Provost determination of completion. We are ready to make that determination pending the results of the Constitutional amendment Senate election

#### MAY 2021 Senate amendment conditions (updates)

1. Criteria determined and approved by the Geneseo College Senate for what program characteristics satisfy the Critical Thinking, Informational & Digital Literacy, discipline-specific practices of Written and Oral Communication, and Leadership & Collaboration requirements in the major. **Status: Complete** (The program characteristics that would satisfy the Critical Thinking, Informational & Digital Literacy, discipline-specific practices of Written and Oral Communication, and Leadership & Collaboration requirements in the major were gathered by the Gen Ed Committee from a survey of chairs, and presented in a document to Senate earlier this semester).
  2. A structure and system approved by the Geneseo College Senate by which faculty governance will designate which courses satisfy which General Education areas. **Status: Complete pending results of Senate election** (A structure and system were developed and approved this year by CDWG, with widespread input, and was presented to the faculty for a vote earlier this semester)
  3. A mechanism defined and approved by the Geneseo College Senate by which students demonstrate completion of the Integrative and Applied Learning requirement. **Status: Complete pending results of Senate election** (IAL mechanism for approval was also part of the proposal voted on earlier this semester)
  4. Record-keeping methods implemented by the registrar necessary to track these new requirements. **Status: Complete** (The Registrar led an implementation committee this year and has implemented tracking mechanisms for the new curriculum and for those in the transition between our curricula. They are now visible in Knightweb and on the Gen Ed site)
  5. Determination by the Provost that sufficient courses have been approved and sufficient mechanisms put in place to enable students to readily satisfy the requirements of the new curriculum. **Status: Complete pending announcement of Senate election results** (We can see all courses tagged for Participation in a Global Society areas or DEI/antiracism in Knightweb now, by selecting semester F22 and looking under "attributes." Courses have also been approved by SUNY for GER, so every course that passed Senate in the fall is now listed under the new PGS categories departments submitted, and every course not already approved for SUNY GER has now been approved.)
2. Provost Office Transitions: Everything is proceeding very smoothly. Dave Parfitt has begun attending our provost office team meetings. Karleen West will join us after Commencement. Call for applications for interim TLC Director and 2-year appointment for CIL Director circulated earlier this week.
  3. SOFI Update: Planning to meet with UUP to finalize an agreement before Commencement.

4. SPG Update: SPG has submitted two draft visions statements to Cabinet for consideration based on the extensive (over 600) responses to our survey. We now have a survey out with our high-level draft strategic plan. We expect to finalize that in the next couple of weeks and submit it to Cabinet.

5. Think Tank on Faculty Evaluation with an Equity Mindset: This group, chaired by Atsushi Tajimi with the assistance of Kathy McIntyre, continues to meet and consider how to revise our T&P process to mitigate bias and inequity and to examine faculty workload to mitigate bias and inequity. I will receive the final report next week.

6. PRODiG Fellow: We have an offer out to a PRODiG fellow for Geneseo for 22-24. He has not yet accepted but we are hopeful we can finalize this soon.

7. My final weeks: The last week of May will be my final week on campus at Geneseo. I am working primarily on completing all tenure, promotion, and renewal letters, evaluations for my team, and ensuring a seamless transition to Joe's leadership. It's been a joy to serve with this team. You are all dedicated and thoughtful and committed to Geneseo's future. I will miss you!

**Chair** **Amy Sheldon**

No report

**Vice Chair** **(Chair will report)**

**Past-Chair** **Paul Schacht**

No report

**Diversity, Equity, and Inclusion Advisor** **Dan Jacques**

No report

**Secretary** **Lee Pierce**

No report

**Treasurer** **Harry Howe**

No report

**University Faculty Senator** **James McLean**

No report

**Vice President, Student Assoc.** **Sabrina Schumacher**

No report

#### **Reports of the Standing Committees of the Senate**

**Undergraduate Curricula** **Sherry Larson-Rhodes**

Second Reading (*see UCC April 2022 Minutes*)

New General Education Designations

DIVERSITY, PLURALISM, AND POWER

AMST201, *U/Topics in American Studies*

ANTH100, *S/M/Introduction to Cultural Anthropology*

ANTH226, *M/Anthropology of Latin America and the Caribbean*

ANTH313, *Global Health Issues*

ANTH318, *Gender and Sexuality in Latin America*

ARTH160, *African American Art History Survey*  
BIOL103/104, *N/Human Biology (lec/lab)*  
BIOL354, *Developmental Biology*  
BLKS200, *Introduction to Black Studies*  
BLKS220, *Black Lives Matter*  
BLKS225, *Black Cinema*  
BLKS390, *Capstone Project*  
DANC100, *Introduction to Dance*  
ECON356, *Women & the Economy*  
ENGL111, *Diversity, Pluralism, & Power in American Literature & Culture:*  
*(Subtitle)*  
ENGL206, *Creative Writing Approaches to Diversity, Pluralism, & Power:*  
*(Subtitle)*  
ENGL318, *Black British Literature*  
ENGL337, *African American Literature*  
ENGL443, *Gender & Sexuality in Literature*  
GEOG102, *Human Geography*  
GEOG250, *American Landscapes*  
HIST161, *Issues in American History*  
HIST162, *History Matters, U.S.*  
HIST163, *African-American History to 1877*  
HIST164, *African-American History from 1877*  
HIST204, *U.S. History Since 1945*  
HIST249, *Topics/U.S. History*  
HIST250, *Work & Workers in the U.S.*  
HIST260, *Issues in the History of American Women*  
HIST261, *Native American History*  
HIST262, *American Indian Law*  
HIST263, *American Civil War*  
HIST264, *Immigration History*  
HIST266, *Civil Rights*  
HIST267, *Women & U.S. Social Movements*  
HIST406, *American Revolution*  
HIST407, *Slave Rebellions*  
HIST411, *Making of Modern America*  
HIST420, *U.S. & Vietnam*  
HIST465, *Iroquois History from Precontact to Present*  
HUMN221, *Western Humanities II*  
HUMN222, *Black Humanities*  
PHIL130, *Ethics*  
PHIL204, *Feminist Philosophy*  
PHIL208, *Philosophy of Race*  
PHIL236, *Medicine & Morality*  
PSYC308, *Psychology of Women*  
PSYC350, *Social Psychology*  
PSYC385, *Cross Cultural Psychology*  
PSYC452, *Blindspots, Bias, & Bigotry*  
SOCL100, *Introduction to Sociology*  
SOCL102, *Introduction to Social Problems & Public Policy*  
SOCL210, *Sociology of Families*

SOCL213, *Sociology of Medicine*  
 SOCL230, *Sociology of Race & Ethnicity*  
 SOCL245, *Sociology of Sports*  
 SOCL250, *Sociology of Deviance*  
 SOCL303, *Classical Sociological Theory*  
 SOCL333, *Sociology of Education*  
 SOCL340, *Social Movements*  
 SOCL347, *Criminology & Juvenile Delinquency*  
 THEA140, *Play Analysis*  
 WGST100, *Introduction to Women's & Gender Studies*  
 WGST201, *Historical & Political Topics*  
 WGST202, *Topics in Representation*  
 WGST203, *Topics in Gender in the Social World*  
 WGST204, *Global Issues of Sex & Gender*  
 WGST205, *Topics in Gender, Sexuality, & Queer Studies*  
 WGST230, *Intro to Queer Studies*  
 WGST320, *Gender & Sexualities*  
 WORLD CULTURES & VALUES  
 ANTH101, *S/M/Exploration of Human Diversity*  
 ANTH208, *M/Classics of Ethnography*  
 ANTH215, *S/M/Ancient Civilizations of the Old World*  
 ANTH226, *M/Anthropology of Latin America & the Caribbean*  
 ANTH244, *Transition to Agriculture in the Americas*  
 ANTH311, *Language of Healing*  
 ANTH318, *Gender & Sexuality in Latin America*  
 ARTH120, *F/Monster Mash: The Literature, Films, & Art of Horror*  
 ARTH171, *F/History of Western Art: Prehistoric Through Gothic*  
 ARTH173, *F/History of Western Art: Neoclassicism to Contemporary*  
 DANC211, *Asian Dance Survey*  
 DANC221, *Dance History*  
 ENGL112, *World Cultures & Values & Literature*  
 ENGL318, *Black British Literature*  
 FREN213, *Intermediate Grammar, Culture, & Communication*  
 FREN301, *Written Expression*  
 FREN302, *Introduction to Literature*  
 FREN326, *Early Non-European Francophone Civilizations*  
 FREN335, *French for the Professions*  
 FREN455, *French Literature Classical Period & Enlightenment*  
 FREN460, *French Literature Romanticism to Present*  
 GEOG102, *Human Geography*  
 GEOG123, *S/M/The Developing World*  
 GEOG362, *Geography of Latin America*  
 GEOG363, *Geography of Sub-Saharan Africa*  
 GEOG365, *Geography of Islam*  
 GEOG366, *Geography of the Western Pacific Rim*  
 GERM382, *Selected Topics in German Languages & Cultures*  
 HIST112, *History Matters*  
 HIST211, *Europe*  
 HIST212, *Europe & the World*  
 HIST240, *Topics/European History*

HIST243, *Europe in Age of Revolution*  
 HIST244, *Europe in Age of War*  
 HIST261, *Native American History*  
 HIST270, *Latin America to 1825*  
 HIST271, *Latin America Since 1789*  
 HIST272, *Pacific Worlds*  
 HIST275, *Global History of Sexual Science*  
 HIST281, *History of East Asia to 1800*  
 HIST282, *Modern East Asia*  
 HIST284, *Studies in Global History*  
 HIST287, *Modern Africa*  
 HIST291, *Islamic World*  
 HIST292, *Modern Islamic World*  
 HIST411, *Making of Modern America*  
 HIST440, *Advanced Studies in European History*  
 HIST441, *Women in the Medieval World*  
 HIST453, *Nationalism & Ethnic Violence*  
 HIST455, *War & Peace/Balkans*  
 HIST465, *Iroquois History from Precontact to Present*  
 HIST470, *Modern Mexico*  
 HIST476, *Modern China*  
 HIST480, *Advanced Studies in LACAANA History*  
 LANG150, *Introduction to World Languages*  
 MATH390, *History of Mathematics*  
 PHIL202, *World Religions & Contemporary Issues*  
 PHIL215, *Eastern Philosophy*  
 PHIL315, *Chinese Philosophy*  
 SOCL100, *Introduction to Sociology*  
 SOCL105, *Introduction to Global Social Change*  
 SOCL230, *Sociology of Race & Ethnicity*  
 SOCL303, *Classical Sociological Theory*  
 SOCL333, *Sociology of Education*  
 SPAN213, *Intermediate Grammar, Culture, & Communication*  
 SPAN301, *Oral & Written Communication*  
 SPAN302, *Transatlantic Hispanic Cultures & Readings*  
 SPAN307, *Topics in Hispanic Studies*  
 SPAN313, *Peninsular Civilization*  
 SPAN323, *Introduction to Linguistics*  
 SPAN401, *Advanced Oral & Written Communication*  
 SPAN472, *Contemporary Spanish Literature*  
 SPAN473, *Contemporary Latin American Literature*  
 SPAN482, *Hispanic Studies Seminar*  
 THEA100, *Introduction to Theatre*  
 THEA140, *Play Analysis*  
 THEA203, *History of Theatre*  
 CONTEMPORARY GLOBAL CHALLENGES  
 ANTH100, *S/M/Introduction to Cultural Anthropology*  
 ANTH101, *S/M/Exploration of Human Diversity*  
 ANTH313, *Global Health Issues*  
 BIOL103/104, *N/Human Biology (lec/lab)*



BIOL105/106, *N/Contemporary Biology (lec/lab)*  
BIOL203, *Ecology*  
BIOL314, *Biodiversity of Coral Reefs*  
BIOL315, *Sustainability*  
BIOL340, *Modeling Biological Systems*  
BIOL342, *Parasitology*  
BLKS200, *Introduction to Black Studies*  
BLKS220, *Black Lives Matter*  
BLKS225, *Black Cinema*  
BLKS390, *Capstone Project*  
ECON112, *Introduction to Macroeconomics*  
ECON240, *Introduction to Environmental Economics*  
ECON340, *Environmental Economics*  
ECON341, *Natural Resource Economics*  
ECON346, *Health Economics*  
ECON355, *Economic Development & Growth*  
ECON356, *Women & the Economy*  
ENGL113, *Contemporary Global Challenges & Literature*  
ENGL207, *Creative Writing - Contemporary Global Challenges*  
ENGL420, *Topics in Irish Literature*  
GEOG111/112, *N/ Physical Geography (lec/lab)*  
GEOG123, *S/M/The Developing World*  
GEOG300, *Environmentalism & Natural Resource Management*  
GEOG362, *Geography of Latin America*  
GEOG363, *Geography of Sub-Saharan Africa*  
GEOG365, *Geography of Islam*  
GEOG366, *Geography of the Western Pacific Rim*  
GSCI120/121, *Our Geological Environment (lec/lab)*  
GSCI200, *Environmental Geology*  
GSCI235, *Paleoclimate*  
GSCI331, *Geomorphology*  
HIST112, *History Matters*  
HIST161, *Issues in American History*  
HIST162, *History Matters, U.S.*  
HIST163, *African-American History to 1877*  
HIST164, *African-American History from 1877*  
HIST204, *U.S. Since 1945*  
HIST240, *Topics/European History*  
HIST243, *Europe in Age of Revolution*  
HIST244, *Europe in Age of War*  
HIST249, *Topics/U.S. History*  
HIST260, *Issues in the History of American Women*  
HIST267, *Women & U.S. Social Movements*  
HIST271, *Latin America Since 1789*  
HIST272, *Pacific Worlds*  
HIST275, *Global History of Sexual Science*  
HIST282, *Modern East Asia*  
HIST284, *Studies in Global History*  
HIST292, *Modern Islamic World*  
HIST415, *Environmental History of Modern America*

HIST420, *U.S. & Vietnam*  
 HIST440, *Advanced Studies in European History*  
 HIST453, *Nationalism & Ethnic Violence*  
 HIST455, *War & Peace/Balkans*  
 HIST470, *Modern Mexico*  
 HIST476, *Modern China*  
 HIST480, *Advanced Studies in LACAANA History*  
 HIST485, *African Environmental History*  
 MGMT100, *Society & Business*  
 MGMT348, *Discrimination & the Law*  
 PHIL201, *Environmental Ethics*  
 PHIL237, *Ethical Issues in Business*  
 PSYC278, *Psychology of Happiness*  
 SOCL102, *Introduction to Social Problems & Public Policy*  
 SOCL105, *Introduction to Global Social Change*  
 SOCL210, *Sociology of Families*  
 SOCL213, *Sociology of Medicine*  
 SOCL245, *Sociology of Sports*  
 SOCL250, *Sociology of Deviance*  
 SOCL340, *Social Movements*  
 SOCL347, *Criminology & Juvenile Delinquency*  
 SUST124, *Sustainability & Environmental Issues*  
 WGST100, *Introduction to Women's & Gender Studies*  
 WGST204, *Global Issues of Sex & Gender*  
 CREATIVITY & INNOVATION  
 AMST201, *U/Topics in American Studies*  
 ARTH120, *F/Monster Mash: The Literature, Films, & Art of Horror*  
 ARTH171, *F/History of Western Art: Prehistoric Through Gothic*  
 ARTH173, *F/History of Western Art: Neoclassicism to Contemporary*  
 BIOL340, *Modeling Biological Systems*  
 BIOL350, *Biostatistics*  
 DANC100, *Introduction to Dance*  
 DANC211, *Asian Dance Survey*  
 DANC221, *Dance History*  
 ENGL101, *Introduction to Literature*  
 ENGL102, *Introduction Creative Writing*  
 ENGL111, *Diversity, Pluralism & Power & Literature*  
 ENGL112, *World Cultures & Values & Literature*  
 ENGL113, *Contemporary Global Challenges & Literature*  
 ENGL114, *Sustainability & Literature*  
 ENGL201, *Foundations of Creative Writing*  
 ENGL206, *Creative Writing & Diversity, Pluralism, and Power*  
 ENGL207, *Creative Writing - Contemporary Global Challenges*  
 ENGL302, *Advanced Fiction Workshop*  
 ENGL337, *African American Literature*  
 ENGL366, *Connections in Early Literature*  
 ENGL368, *Connections in Recent Literature*  
 ENGL420, *Topics in Irish Literature*  
 ENGL426, *Editing & Production Workshop*  
 ENGL443, *Gender & Sexuality in Literature*

ENGL454, *Shakespeare*  
FMST270, *Video Production*  
HUMN220, *Western Humanities I*  
HUMN221, *Western Humanities II*  
HUMN222, *Black Humanities*  
PHIL225, *Philosophy of the Arts*  
PHYS363, *Instrumentation & Interfacing*  
THEA100, *Introduction to Theatre*  
THEA130, *Introduction to Technical Theatre*  
THEA203, *History of Theatre*  
THEA221, *Acting I*

#### SUSTAINABILITY

ANTH244, *Transition to Agriculture in the Americas*  
BIOL105/106, *N/Contemporary Biology (lec/lab)*  
BIOL203, *Ecology*  
BIOL314, *Biodiversity of Coral Reefs*  
BIOL315, *Sustainability*  
BIOL348, *Plant Diversity*  
BIOL354, *Developmental Biology*  
ECON240, *Introduction to Environmental Economics*  
ECON340, *Environmental Economics*  
ECON341, *Natural Resource Economics*  
ENGL114, *Sustainability & Literature*  
GEOG111/112, *N/Physical Geography (lec/lab)*  
GEOG201, *Introduction to Urban & Regional Planning*  
GEOG300, *Environmentalism & Natural Resource Management*  
GSCI120/121, *Our Geological Environment (lec/lab)*  
GSCI170, *Historical Geology*  
GSCI200, *Environmental Geology*  
GSCI235, *Paleoclimate*  
GSCI331, *Geomorphology*  
HIST415, *Environmental History of Modern America*  
HIST485, *African Environmental History*  
MGMT370, *International Business*  
PHIL201, *Environmental Ethics*  
PSYC275, *Environmental Psychology*  
SUST124, *Sustainability & Environmental Issues*  
THEA130, *Introduction to Technical Theatre*

#### DEI/ANTIRACISM

AMST201, *U/Topics in American Studies*  
ANTH100, *S/M/Introduction to Cultural Anthropology*  
ANTH101, *S/M/Exploration of Human Diversity*  
ANTH208, *M/Classics of Ethnography*  
ANTH226, *M/Antropology of Latin America & the Caribbean*  
ANTH313, *Global Health Issues*  
ANTH318, *Gender and Sexuality in Latin America*  
ARTH160, *African American Art History Survey*  
BLKS200, *Introduction to Black Studies*  
BLKS220, *Black Lives Matter*  
BLKS225, *Black Cinema*

BLKS390, *Capstone Project*  
ENGL111, *Diversity, Pluralism & Power & Literature*  
ENGL206, *Creative Writing & Diversity, Pluralism, and Power*  
ENGL318, *Black British Literature*  
ENGL337, *African American Literature*  
MGMT348, *Discrimination & the Law*  
ENGL443, *Gender & Sexuality in Literature*  
FREN326, *Early Non-European Francophone Civilizations*  
GEOG102, *Human Geography*  
GEOG123, *S/M/The Developing World*  
GEOG300, *Environmentalism & Natural Resource Management*  
GSCI200, *Environmental Geology*  
GSCI235, *Paleoclimate*  
HIST112, *History Matters*  
HIST161, *Issues in American History*  
HIST162, *History Matters, U.S.*  
HIST163, *African-American History to 1877*  
HIST164, *African-American History from 1877*  
HIST204, *U.S. Since 1945*  
HIST212, *Europe & the World*  
HIST240, *Topics/European History*  
HIST243, *Europe in Age of Revolution*  
HIST244, *Europe in Age of War*  
HIST249, *Topics/U.S. History*  
HIST250, *Work & Workers in the U.S.*  
HIST260, *Issues in the History of American Women*  
HIST261, *Native American History*  
HIST262, *American Indian Law*  
HIST263, *American Civil War*  
HIST264, *Immigration History*  
HIST266, *Civil Rights*  
HIST267, *Women & U.S. Social Movements*  
HIST270, *Latin America to 1825*  
HIST271, *Latin America Since 1789*  
HIST272, *Pacific Worlds*  
HIST275, *Global History of Sexual Science*  
HIST281, *History of East Asia to 1800*  
HIST282, *Modern East Asia*  
HIST284, *Studies in Global History*  
HIST287, *Modern Africa*  
HIST291, *Islamic World*  
HIST292, *Modern Islamic World*  
HIST406, *American Revolution*  
HIST407, *Slave Rebellions*  
HIST411, *Making of Modern America*  
HIST415, *Environmental History of Modern America*  
HIST420, *U.S. & Vietnam*  
HIST441, *Women in the Medieval World*  
HIST453, *Nationalism & Ethnic Violence*  
HIST465, *Iroquois History from Precontact to Present*

HIST470, *Modern Mexico*  
HIST476, *Modern China*  
HIST480, *Advanced Studies in LACAANA History*  
HIST485, *African Environmental History*  
HUMN221, *Western Humanities II*  
HUMN222, *Black Humanities*  
MGMT100, *Society & Business*  
PHIL130, *Ethics*  
PHIL201, *Environmental Ethics*  
PHIL202, *World Religions & Contemporary Issues*  
PHIL204, *Feminist Philosophy*  
PHIL208, *Philosophy of Race*  
PHIL215, *Eastern Philosophy*  
PHIL225, *Philosophy of the Arts*  
PHIL236, *Medicine & Morality*  
PHIL237, *Ethical Issues in Business*  
PHIL315, *Chinese Philosophy*  
PSYC452, *Blindspots, Bias, & Bigotry*  
SPAN302, *Transatlantic Hispanic Cultures & Readings*  
SPAN307, *Topics in Hispanic Studies*  
SPAN473, *Contemporary Latin American Literature*  
SPAN482, *Hispanic Studies Seminar*  
SUST124, *Sustainability & Environmental Issues*  
WGST100, *Introduction to Women's & Gender Studies*  
WGST201, *Historical & Political Topics*  
WGST202, *Topics in Representation*  
WGST203, *Topics in Gender in the Social World*  
WGST204, *Global Issues of Sex & Gender*  
WGST205, *Topics in Gender, Sexuality, & Queer Studies*  
WGST230, *Intro to Queer Studies*  
WGST320, *Gender & Sexualities*

New Courses

FNCE314, *Blockchain & Cryptocurrencies*

Revised Courses

BIOL281, *Introduction to Research*  
BIOL300, *Cell Biology*  
BIOL301, *Laboratory in Cell Biology*  
BIOL304, *Biotechnology*  
BIOL306, *Evolutionary Biology*  
BIOL312, *Aquatic Community Ecology*  
BIOL314, *Biodiversity: (subtitle)*  
BIOL317, *Marine Biology*  
BIOL322, *Molecular Biology*  
BIOL327, *Molecular Ecology*  
BIOL330, *Immunology*  
BIOL334, *Biology of Cancer*  
BIOL338, *Animal Behavior*  
BIOL339, *Animal Behavior Laboratory*  
BIOL340, *Modeling Biological Systems*  
BIOL342, *Parasitology*

BIOL345, *Biology of Insects*  
BIOL346, *Biology of Invertebrates*  
BIOL347, *Biology of Vertebrates*  
BIOL348, *Plant Diversity*  
BIOL350, *Foundations of Biostatistics*  
BIOL354, *Developmental Biology*  
BIOL361, *Plant Physiology*  
BIOL364, *Animal Physiology*  
BIOL378, *Microscope Techniques*  
BIOL380, *Biology Seminar*  
BIOL385, *Senior Seminar in Biochemistry*  
BIOL390, *Molecular Techniques*  
BIOL391, *Electron Microscopy*  
BIOL392, *Genome Analysis*  
SPAN213, *Intermediate Grammar, Culture, & Communication*  
SPAN301, *Oral & Written Communication*  
FREN213, *Intermediate Grammar, Culture, & Communication*  
FREN301, *Written Communication*  
GERM213, *Intermediate Grammar, Culture, & Communication*  
GERM301, *Written Expression in German*  
Revised Programs  
B.A. & B.S. in Biology

All readings passed

**Undergraduate Policies**  
No report

**Josh Baecker**

**Graduate Academic Affairs**  
No report

**Anmarie Urso**

**Student Affairs**

**Monica Hershberger**

**Resolution on Campus Mental Health Resources and Climate**

Whereas, many students at SUNY Geneseo and throughout New York state are dealing with an increasing number of mental health issues exacerbated by Covid19, and

Whereas, students often struggle to access the inadequate mental health resources on campus, as well as in Livingston County, and

Whereas, mental health is key to the overall well being and success of students,

Therefore, be it resolved that the SUNY Geneseo College Senate recommends that the SUNY Geneseo administration intensify its efforts to improve student access to counseling services on campus. For example, students are currently reporting 1-2 week wait times for counseling appointments at Lauderdale Health Center. Students would like to see wait times for counseling appointments at Lauderdale in the 1-2 day range. If this is not feasible, the SUNY Geneseo College Senate would urge that the administration find other resources and ways to mitigate this wait time.

Be it resolved that the SUNY Geneseo College Senate strongly recommends that students, faculty, and staff complete Kognito training. Kognito has developed the interactive courses *At-Risk for University and College Faculty & Staff* and *At-Risk for College Students and Student Leaders*, which utilize conversation simulations and animation to train individuals how to approach at-risk students and to make appropriate referrals to campus support services. Students, faculty, and staff may access Kognito on the Health and Counseling [website](#).

Finally, be it resolved that we urge college leadership to further enhance the college climate to be supportive of, and more flexible with, faculty and staff who are also grappling with stress and high emotional load.

**Faculty Affairs**

**Wes Kennison**

Endorsement of the Instructional Modes at SUNY Geneseo document. (See the full proposal as Agenda Appendix B.)

**New Business  
Adjournment**

5:00 pm

**Agenda Appendix A. Calendar Proposal**

This is a proposal to move intersession back two days into December, start the spring 23 semester one day earlier, and restore the one day off between spring finals and graduation. Highlighted dates are changes from the current week/day for 2022-23

**FALL 22 end dates**

Tues Dec 20                      Fall 22 last day of finals:  
Fri Dec 23                        Grades due

**Intersession dates (starts two “days” earlier, into Dec)**

Thurs Dec 29                      Intersession starts; first day of classes  
Mon Jan 2                         New Year’s Day observed (no class)  
Mon Jan 16                        MLK Jr Day observed (no class)  
Fri Jan 20                         Last day of intersession classes  
Intersession grades due (currently there is not 1 day btw intersession and start of spring)

**Spring 23 dates (starting 1 day earlier, after Diversity Summit, back to planned dates)**

Tues Jan 24                        Spring semester starts, first day of classes  
Tues Jan 31                        Wk 2 starts  
Tues Feb 7                         Wk 3 starts  
Tues Feb 14                        Wk 4 starts  
Tues Feb 21                        Wk 5 starts  
Tues Feb 28                        Diversity Summit (no class)  
Wed Mar 1                         Wk 6 starts  
Wed Mar 8                         Wk 7 starts  
Fri Mar 10                         ½ semester ends  
M-F Mar 13-17                      Spring break  
Wed Mar 22                        Wk 8 starts  
Wed Mar 29                        Wk 9 starts  
Wed Apr 5                         Wk 10 starts  
Wed Apr 12                        Wk 11 starts

Wed Apr 19	Wk 12 starts
Wed Apr 26	GREAT Day (no class)
Thurs Apr 27	Wk 13 starts
Thurs May 4	Wk 14 starts
Wed May 10	Last day of spring classes
Thurs May 11	Study Day
Fri May 12	First day of final exams
M-Th May 15-18	Final exams
Fri May 19	Senior activities
Sat May 20	Commencement

### Summer 23 start date

Mon May 22

Summer sessions begin

## Agenda Appendix B. Instructional Modes at SUNY Geneseo

### Contents

- What is this document?
- Definitions
- Practices
- Recommendations
- Resources

### What is this document?

As technology opens up new ways for teachers and learners to interact, and as Geneseo begins to think strategically about the resulting opportunities in relation to our mission and values, it is essential that we be guided by a **common vocabulary** and a **shared set of practices**.

Recognizing that the most common instructional modes available today do not have universally accepted definitions, this document establishes local definitions that are at once broadly aligned with common usage and tailored to our own institutional purposes.

The document also articulates practices designed to ensure that as Geneseo expands its range of instructional modes, it does so in ways that **advance the development of both faculty and learners, promote equity, respect privacy, maintain accessibility, and preserve Geneseo's character** as a primarily residential college that cherishes close working relationships among faculty, staff, administrators, and learners.

Finally, the document extracts from those practices a number of nuts-and-bolts recommendations to schools, departments, campus governance, and academic affairs administration.

A brief list of resources at the end of the document provides a point of comparison between some of the practices described here and those adopted within and beyond the SUNY system.



**A core premise** of this document is that while the principles of good teaching do not vary across instructional modes, *the effective implementation of these principles does*. At present, most faculty embark on their careers as face-to-face teachers having had years of experience as face-to-face learners. Typically, they model their pedagogy on their firsthand experience of the best teachers they have had. In a small though growing number of cases, they have also had some formal introduction to effective face-to-face teaching methods. By contrast, very few faculty have had extensive experience themselves as online learners, let alone a formal introduction to effective online pedagogy. In order to promote success for both faculty and learners at Geneseo, it is necessary that faculty fully understand how the affordances of an online learning environment differ from those of a physical classroom. It is also necessary that the college's online learning experiences be designed in ways that leverage the affordances of the online environment and replicate, as nearly as possible, face-to-face affordances that are crucial to learning, such as frequent, low-barrier, personalized interaction between instructor and learners.

**Another core premise** is that practices regarding such matters as the college's balance of offerings across instructional modes, faculty's distribution of load across these modes, and the evaluation of online instruction should remain flexible and, to the extent possible, *put power in the hands of schools and departments to make decisions and set expectations in accordance with their program objectives and disciplinary methods*. The document does not lay down many hard-and-fast rules, and for almost every rule it stipulates, it describes grounds for appropriate exceptions. More detailed guidance might appear to offer a smoother, more easily navigable route forward for the college, but it would do so at the price of forcing everyone along the same narrow path.

### Definitions

The following local definitions are consistent with, though not identical to, definitions from [SUNY and IPEDS](#) (pdf).

### Face-to-Face (F2F)

Courses and programs are described as “face-to-face” (or “F2F”) when direct instruction in them takes place through participation in a space where both learners and instructor are physically present together, such as a classroom or lecture hall.

### Online

Courses and programs are described as “online” when 100% of the direct instruction in them takes place through computer-mediated participation, either synchronously or asynchronously, and none of the direct instruction is F2F. (At Geneseo, “online” typically means “asynchronous online”; see below under “Asynchronous vs. synchronous online courses.”)

### Hybrid

Courses are described as “hybrid” when computer-mediated participation takes the place of some F2F participation for *all* learners. A hybrid course will have fewer physically present meetings than would the same course, bearing the same number of credits, that is F2F; together, physically present participation and computer-mediated activities in a hybrid course must require the same investment of time as would be the case for an F2F course worth the same number of credits.

### Technology-enhanced

Courses are described as “technology-enhanced” when computer-mediated participation in them supplements rather than replaces F2F participation, in much the same way that reading and writing assignments supplement F2F participation. Computer-mediated participation in such courses should not increase learners’ out-of-class time investment beyond normal expectations for the number of credits in question. Today it would be difficult to find an F2F course that is not technology-enhanced; therefore, references to “F2F” courses hereafter should be assumed to include technology-enhanced F2F courses.

## HyFlex

Courses and programs are described as “HyFlex” if learners in them have a choice between computer-mediated and F2F participation. Depending on the particular course or program, “HyFlex” may mean that *every* learner may choose to participate in *any* part of direct instruction either F2F or online, or it may mean that *some* learners will participate F2F while others participate online.

### Practices

#### Scheduling

In any given term, a request to put a course in the schedule in any instructional mode must always come from a department chair or dean and is always subject to approval by the Office of the Provost.

Deans and department chairs may request to schedule **online courses** to be taught by faculty who:

- Have successfully completed the college’s [Online Teaching Institute](#) or approved equivalent
- Have engaged in additional professional development, as needed, in order to remain abreast of changes to learning platforms and technologies
- Will collaborate on course design with the college’s instructional designers to ensure adherence to standards in those aspects of an online course related to usability, accessibility, clarity of communication, and requirements of accrediting bodies or New York State (e.g., for “regular and substantive interaction” between learners and instructor)
- Will participate in the college’s effort to assess the quality of online instruction in the aggregate

Deans and department chairs may request to schedule **hybrid** courses to be taught by faculty who:

- Have completed relevant self-paced modules on hybrid instruction and course design provided by Geneseo, or completed approved equivalent professional development
- Will collaborate with instructional designers to ensure that any asynchronous components in the hybrid course adhere to standards related to usability, accessibility, clarity of communication, and requirements of accrediting bodies or New York State (e.g., for “regular and substantive interaction” between learners and instructor)
- Will share with their dean or department chair, and through them the Office of the Provost, a plan for the course that explains how, together, the F2F and non-F2F components of

the course provide the quantity of learner engagement requisite for the number of credit hours that learners will earn for the course. (For example, if a three-credit course meets twice weekly for 50 minutes, the plan might show how the non-F2F components for each week would be equivalent in substance to a third 50-minute meeting. Another approach would be to show how the non-F2F components would be, in aggregate, equivalent in substance to the 750 minutes (15 X 50) that the dropped weekly meetings would have occupied in sum.) The plan must be thoughtful, intentional, and clear, but need not be described in exhaustive detail.

In proposing to schedule a course in any mode, a dean or department chair must consider whether the resulting array of options for learners serves their best interest; the Office of the Provost will do the same in deciding whether to include a specific course in the schedule. In particular, given Geneseo's identity as a primarily residential college, deans, department chairs, and the provost's office must consider whether a given semester's course schedule offers adequate opportunity to learners for F2F instruction.

Deans, department chairs, and the provost's office must also consider other factors: the impact of a faculty member's individual schedule on that faculty member's campus presence, for example, or the amount of time typically required to teach an online course successfully. A faculty member's combination of instructional modes—either in a given term or across terms—should not be such as to endanger the college's reliance on close working relationships, whether among colleagues or between faculty and learners.

No one formula for distributing faculty's teaching responsibilities across different instructional modes, or for distributing a school or department's offerings across modes, will be appropriate for the entire college. Schools and departments are encouraged to develop their own distribution plans in consultation with the Office of the Provost. These plans need not bind schools and departments rigidly as they develop their schedules from semester to semester, but they will aid in arriving quickly each semester at a slate of offerings that works well for schools, departments, and faculty while also serving the needs of learners. In general, no more than 50% of a faculty member's load in any given semester should be online.

### **Asynchronous vs. synchronous online courses**

In general, deans and department chairs should propose fully asynchronous online courses for inclusion in the schedule. Fully asynchronous online courses may include occasional, limited synchronous components as described below under "Human-centered and equity-minded practice." Online instruction at Geneseo exists mainly to extend the range of learners that the college reaches and to offer participating learners maximum flexibility as to when and how they complete course requirements. Asynchronous online courses accomplish both purposes more effectively than synchronous ones.

### **Expectation of privacy**

Across all instructional modes, both pedagogical methods and educational technology must respect learners' reasonable expectation to maintain certain types of privacy.

For example, the college does not subscribe to online proctoring services, which typically subject learners to video surveillance by exercising remote control over their own hardware and software—arguably violating, in the process, learners' reasonable expectation to privacy in both their persons and the use of their personal property.

For similar reasons, the following are generally prohibited in Geneseo courses and programs of all modes:

- Requiring learners to turn their cameras on during synchronous online meetings
- Live video surveillance of learners, during an examination or other assessment, by the instructor or other proctor

Exceptions may be made to the first prohibition above when there is a clear and close connection between learners' self-presentation online and a narrowly defined core learning outcome of the course: for example, in a course on communication in which a core outcome is the ability to deliver an effective online presentation. The same clear and close connection does not exist for more general outcomes such as "building community" or "participating effectively in discussion." The prohibition against *requiring* students to use their cameras is not a prohibition against *inviting* or even *encouraging* them to do so in a manner that promotes equity, inclusion, and a sense of comfort, for example as described in [this study by two Cornell University Professors](#) in the journal *Academic Practice in Ecology & Evolution*.

Instructors may not require learners to turn their cameras on during synchronous online meetings in order to verify learners' identities or provide confirmation that they are actively engaged.

### Human-centered and equity-minded practice

Educational technology should always be used in ways that *put people first* and keep *equity* clearly and constantly in view. **Across all instructional modes, the role of technology should be to promote engagement, build intrinsic motivation, enhance understanding, facilitate collaboration, share knowledge efficiently and effectively, spark creativity, or serve a similar purpose toward the end of advancing learners' development as human beings.** The following are not good reasons to adopt a platform, service, or other tool: lack of trust in learners as people; aggregation of facts about learners' computer-mediated activities or habits of work without their knowledge.

In keeping with human-centered and equity-minded practice, the following apply:

- Wherever practicable, instructors should select tools based on principles of universal design, and should employ the same principles in the design of courses.
- Instructors or programs may require learners to purchase computer hardware or software beyond the [minimum specifications in the college's laptop policy](#) *only* when there is a clear and close connection between the hardware or software in question and one or more narrowly defined learning outcomes of the course or program. Hardware and software requirements and associated costs must be transparent to learners at the time of course registration or program enrollment. All such requirements must be shared with the Office of the Provost. Schools and departments that commonly require learners to purchase hardware or software should regularly examine and discuss these requirements in an effort to reduce unnecessary or duplicate expenses for learners and maximize learners' control over their equipment and their privacy.
- In general, instructors or programs may not require learners to sign up for any technology service for which the learner must pay a fee. Exceptions, subject to approval by a dean or department chair and the Office of the Provost, must meet the same standards described above for required hardware and software purchases.

- When asking students to sign up for a free technology service that collects data about the learner, instructors should pay close attention to the service’s privacy policy. Learners uncomfortable with the service’s privacy policy must be offered an alternate method to accomplish the learning goals for which the service is intended.
- Asynchronous online courses may make *limited* use of synchronous meetings for purposes such as office hours, scheduled appointments between learner and instructor, review sessions, and ice-breakers. In asynchronous online courses, an instructor may not require attendance at any synchronous meetings. Exceptions may be allowed for the same reasons, and following the same process, as those described above for hardware/software purchases and paid technology services.
- Synchronous online courses, when they occur, must be designed to account for differences in students’ schedules, hardware/software capacity, and comfort with sharing their presence virtually. Such courses must include flexible attendance policies and ensure that students may complete coursework successfully even if they cannot attend all meetings.

### Evaluation of faculty instruction

The appendix to the current [Personnel Evaluation Form](#), which presents itself as “neither exhaustive nor exclusive,” lists various “sources of information” relevant to the evaluation of a faculty member’s teaching, together with criteria for evaluating “contributions to teaching.” Although enumerated with F2F teaching in mind, many of the sources and criteria apply equally well across all instructional modes. For example, under “Sources of Information”:

- A portfolio of teaching materials, including course syllabi, course outlines, lecture outlines, class activities, homework assignments, representative exams, etc.
- A written self-appraisal of successes and efforts to improve as a teacher-scholar

And in the “Classroom Effectiveness” section under “Contributions to Teaching”:

Clarifies purposes and procedures of small-group, laboratory, practica, or studio activities (if used). Clearly presents topics and key points of lectures (if used). Clarifies relevance and contributions to course objectives for lectures and/or activities. Invites students' questions and/or comments as appropriate. Responds to students' questions appropriately. Considers and adapts to the needs of a diverse population of students. Provides timely feedback on learner performance.

While the appendix is not attached to the forms for adjunct lecturers or visiting faculty, the sources and criteria in it that touch on key qualities of an effective pedagogue—high standards, thoughtfulness, clarity, responsiveness, respect for diversity, and so on—apply equally to instructors of all ranks.

In evaluating faculty’s teaching in modes other than F2F, colleagues, committees, and administrators should look for evidence of these same qualities. Naturally, in the case of online courses it will not be possible to find that evidence in a physical classroom. Where, then, should evaluators look? And if they are not looking to see whether, say, a faculty member engages learners in lively face-to-face conversation, makes good use of classroom affordances (e.g., seating, whiteboard), and invites questions, just what should they be looking for?

The answer to “where” is the faculty member’s online course instance, whether in the college’s learning management system or on some other platform suitable for inclusive, responsive, organized instruction. Evaluators may ask to examine a clone of the course instance; alternatively, they may ask faculty to share evidence of, say, well-organized course modules, well-designed assessments, or regular and substantive engagement extracted from the course instance.

The answer to “what” might include such course features as prominently displayed learning objectives; well-designed navigation menus; helpful and readily accessible information about how to communicate with the instructor; easy-to-find and easy-to-understand timetables for course activities, exams, and due dates; clear statements of grading criteria; engagement-oriented assignments—for example, threaded discussion forums, collaborative annotation, or group projects—and components intended to promote a sense of inclusion, such as a “Welcome” module at the beginning of the course that introduces the faculty member and gives learners the opportunity to introduce themselves.

Although rubrics abound for compiling evidence of a well-designed and effective online course—and among these, the [SUNY OSCQR](#) rubric is one of the most useful—colleagues, deans, department chairs, committees, and others engaged in personnel review should not take a “check the boxes” approach to evaluating online instruction any more than they would for evaluating instruction that takes place face-to-face. Both courses and teachers are more than the sum of their parts.

## **Intellectual property**

Consistent with Geneseo Policy 4-405 and [Article XI, Title J of the Policies of the Board of Trustees](#), instructors generally retain intellectual property in original teaching materials that they create for courses in any of the instructional modes defined in this document, including original written explanatory content, original videos, and original images. However, in cases where instructors are employed or directed within the scope of their employment to produce specific work subject to copyright, the University shall have the right to publish such work without copyright or to copyright it in its own name. The copyright will also be subject to any contractual arrangements by the University for work in the course of which the writing was done.

In the absence of any contractual arrangement that prohibits it, instructors are free to apply a [Creative Commons license](#) to original materials that they create, thereby making it easier for other instructors to benefit from their work.

Learners generally retain intellectual property in original content that they create in response to course assignments. Such content may not be shared publicly without the creator’s consent.

## **Recommendations**

### **Scheduling**

Schools and departments should:

- Discuss and document plans for ongoing scheduling of courses across the range of instructional modes. In developing these plans, deans and department chairs should consult with the Office of the Dean of Academic Planning and Advising and the Office of the Provost. Questions to consider, in addition to those mentioned in the scheduling section of Practices, above, include:

- Which courses in our school or department are best suited to modes other than F2F?
- How can we design a course intended for online participation so as to make it easy for any department member with the requisite expertise to step in and teach it?
- For any course, whatever the instructional mode, what enrollment is most consistent with the principles of human-centered and equity-minded practice described above—in particular with the principle that “the role of technology should be to promote engagement, build intrinsic motivation, enhance understanding, facilitate collaboration, share knowledge efficiently and effectively, spark creativity, or serve a similar purpose toward the end of advancing learners’ development as human beings”?
- What impact might our scheduling plans have on other programs?
- How might we assess the impact of our scheduling decisions on learning?
- Ensure that their documented plans are shared within the school or department and with the Office of the Provost, and that they are regularly updated.

A conversation between a dean or department chair and a faculty member interested in teaching a non-F2F course in an upcoming semester might look something like what we see in this decision diagram.

### **Program planning**

Schools and departments should discuss what mix of instructional modes best fits their programs as a whole. Questions to consider, in addition to those mentioned in the scheduling section of Practices, above, include:

- How might a given mix of instructional modes in a program help learners succeed by facilitating their progress through program requirements?
- Does our program have outcomes (for example, related to informational and digital literacy) that our mix of instructional modes can help learners meet?
- What regular rotation of courses across instructional modes is most consistent with our overall program objectives?
- How might we assess the impact of this rotation on our program objectives?

### **Evaluation of online teaching**

As mentioned earlier, the college already has tools for evaluating and documenting the effectiveness of a faculty member’s teaching. These tools invoke broad principles of good pedagogy that hold across all instructional modes. To evaluate online teaching, no new principles are required, but it is necessary to seek evidence of their application in new places.

Schools and departments should:

- Establish discipline-specific inventories of evidence that faculty under review should assemble for self-reflective reporting on their online pedagogical practice
- Provide guidance to faculty under review respecting how to organize and present this evidence
- Ensure that inventories and guidance are transparent and widely shared, and that personnel committees understand how to use evidence of effective online teaching and write about it in their reviews

- Share documentation of their process for gathering and evaluating evidence of effective online teaching with the Office of the Provost

Campus governance should:

- Consider whether to adopt policies regarding the documentation of effective online teaching parallel to those it has previously adopted for classroom observation
- Consider working with the Office of the Provost and UUP to develop an online-specific version of the SOFI
- Require professional development for the Faculty Personnel Committee to ensure that the committee members are able to evaluate documentation of effective online teaching

Academic affairs administration should provide professional development to deans and department chairs to ensure that they are able to evaluate documentation of effective online teaching.

#### Resources

#### **Faculty professional development and course design standards**

##### **Sample documents from other SUNY campuses**

- SUNY Oneonta, [Distance Education Policy](#) and information on [Online Teaching Certification](#)
- Buffalo State, [Online Course Development Certificate](#)
- SUNY New Paltz, [Faculty Certification for Online and Hybrid Course Development](#)
- SUNY Fredonia, [Online Course Preparation](#)

##### **Higher education generally**

- [WICHE](#) (Western Interstate Commission for Higher Education) Cooperative for Educational Technologies ([WCET](#)), [Managing Online Education Survey](#). In the most recent survey available on the site, conducted in 2013, more than 85 percent of responding institutions had “implemented some form of ‘standards’ or ‘best practices’ in their online courses.” Distance education standards from the U.S. regional accrediting agencies had been adopted (either partially or fully) “by 58 percent of the respondents, followed by state or provincial standards at 49 percent, and Quality Matters at 42 percent.”
- Tanya Joosten, Rachel Cusatis, Lindsey Harness, [“A Cross-institutional Study of Instructional Characteristics and Student Outcomes: Are Quality Indicators of Online Courses Able to Predict Student Success?”](#) *Online Learning* Vol. 23, no. 4 (2019). Research produced by the [National Research Center for Distance Education and Technological Advancements \(DETA\)](#) at the University of Wisconsin-Milwaukee.
- DETA [Online Course Quality Indicators](#) (pdf).
- [Online Learning Consortium](#) (OLC), [Scorecard for the Administration of Online Programs](#). Under the heading “Course Development/Instructional Design,” includes the following indicators of quality:
  - Guidelines regarding minimum requirements for course development, design, and delivery of online instruction (such as course syllabus elements, course materials,



assessment strategies, faculty feedback) are in place, periodically reviewed and followed.

- Course development guidelines are in place and followed to ensure courses are designed so that students develop necessary knowledge and skills to meet measurable course and program learning outcomes.
- Instructional materials and course syllabi are reviewed periodically to ensure they meet online course and program learning outcomes.
- Student-centered instruction is considered during the course development process.
- Course design promotes both faculty and student engagement.
- There is consistency in the design of course navigation and utilization of course components to support student retention and quality.
- A process is followed that ensures that permissions (Creative Commons, Copyright, Fair Use, Public Domain, etc.) are in place for appropriate use of online course materials.

### **SUNY Geneseo**

- [Course Readiness Checklist](#) (pdf)
- [Decision diagram](#) for scheduling faculty and courses in non-F2F modes

### **Privacy**

The literature on student privacy in online courses, especially in relation to academic integrity, is extensive. See the SUNY Geneseo [Center for Digital Learning's Zotero Library](#) for examples.

# Draft Mins College Senate Executive Committee Meeting

<final minutes of 2021-2022 semester, published as draft>

May 3, 2022

Call to Order

4:00, [Join Zoom Meeting](#) ID: 931 8732 2291

Adoption of the Agenda

[Approval of Apr 12, 2022 Minutes](#)

Senate Reports

President

Denise Battles

President's Senate Executive Committee report, 5.3.2022

- 1) The president noted that the College will host a visit by the University Faculty Senate President next week at which the SUNY Shared Governance Award will be conferred. She encouraged attendance by Senate Executive Committee members. The visit will accommodate discussion with SUNY UFS President Keith Landa as well as preliminary planning in advance of the October 2023 UFS Plenary meeting, which Geneseo will host.
- 2) An update was provided on the Provost search. The president reviewed the timeline - we hope to initiate the search in early fall with the goal of a July 1, 2023 start date - and shared the search committee composition.
- 3) The president also provided an update on the MSCHE reaffirmation of institutional accreditation process and described the pathway leading to a June 2022 accreditation decision by the Commission.
- 4) An update was provided on the College's efforts to bring in its next class. The president reported on our progress relative to meeting our enrollment target for first-year students, noting that despite excellent work, we are currently short of our goal. She described multiple factors contributing to our enrollment challenges, which include changing demographics with fewer traditional students in the pipeline, the lingering pandemic, and fierce competition. She shared that the College has extended our enrollment deadline to 5/15 and reminded that - as a point of reference - a shortfall of 100 students translates to about \$2.2M in lost revenue at Geneseo. The factors affecting enrollment are expected to persist, and it will take the entire campus community coming together to meet our current and future enrollment goals. Actions that faculty and staff might consider: supporting Admissions' requests for student engagement; connecting with prospective and admitted students seeking additional information about academic programs and the student experience; encouraging senior prospects to still consider applying for the fall term; and continuing efforts to promote Geneseo through word of mouth. If feasible, individuals might consider making a charitable donation to support the institution's efforts to offer competitive financial aid packages to students.
- 5) The president closed with an expression of gratitude for everyone's hard work and commitment as the end of the academic year nears.

Provost Stacey Robertson

[Calendar shift for next year](#)

presented by Melanie Blood

Discussion ensued during which M. Blood confirmed this is a one year shift while longer term considerations are considered; effects on lab-based learning/students

Senate Exec voted to support the calendar shift

Senate Executive Committee

5.3.22

Provost Report, Stacey Robertson

1. Geneseo Education for a Connected World - implementation update; “McLean amendments” required several steps and Provost determination of completion. We are ready to make that determination pending the results of the Constitutional amendment Senate election

MAY 2021 Senate amendment conditions (updates)

1. Criteria determined and approved by the Geneseo College Senate for what program characteristics satisfy the Critical Thinking, Informational & Digital Literacy, discipline-specific practices of Written and Oral Communication, and Leadership & Collaboration requirements in the major. **Status: Complete** (The program characteristics that would satisfy the Critical Thinking, Informational & Digital Literacy, discipline-specific practices of Written and Oral Communication, and Leadership & Collaboration requirements in the major were gathered by the Gen Ed Committee from a survey of chairs, and presented in a document to Senate earlier this semester).
2. A structure and system approved by the Geneseo College Senate by which faculty governance will designate which courses satisfy which General Education areas. **Status: Complete pending results of Senate election** (A structure and system were developed and approved this year by CDWG, with widespread input, and was presented to the faculty for a vote earlier this semester)
3. A mechanism defined and approved by the Geneseo College Senate by which students demonstrate completion of the Integrative and Applied Learning requirement. **Status: Complete pending results of Senate election** (IAL mechanism for approval was also part of the proposal voted on earlier this semester)
4. Record-keeping methods implemented by the registrar necessary to track these new requirements. **Status: Complete** (The Registrar led an implementation committee this year and has implemented tracking mechanisms for the new curriculum and for those in the transition between our curricula. They are now visible in Knightweb and on the Gen Ed site)
5. Determination by the Provost that sufficient courses have been approved and sufficient mechanisms put in place to enable students to readily satisfy the

requirements of the new curriculum. **Status: Complete pending announcement of Senate election results** (We can see all courses tagged for Participation in a Global Society areas or DEI/antiracism in Knightweb now, by selecting semester F22 and looking under "attributes." Courses have also been approved by SUNY for GER, so every course that passed Senate in the fall is now listed under the new PGS categories departments submitted, and every course not already approved for SUNY GER has now been approved.)

2. Provost Office Transitions: Everything is proceeding very smoothly. Dave Parfitt has begun attending our provost office team meetings. Karleen West will join us after Commencement. Call for applications for interim TLC Director and 2-year appointment for CIL Director circulated earlier this week.
3. SOFI Update: Planning to meet with UUP to finalize an agreement before Commencement.
4. SPG Update: SPG has submitted two draft visions statements to Cabinet for consideration based on the extensive (over 600) responses to our survey. We now have a survey out with our high-level draft strategic plan. We expect to finalize that in the next couple of weeks and submit it to Cabinet.
5. Think Tank on Faculty Evaluation with an Equity Mindset: This group, chaired by Atsushi Tajimi with the assistance of Kathy McIntyre, continues to meet and consider how to revise our T&P process to mitigate bias and inequity and to examine faculty workload to mitigate bias and inequity. I will receive the final report next week.
6. PRODiG Fellow: We have an offer out to a PRODiG fellow for Geneseo for 22-24. He has not yet accepted but we are hopeful we can finalize this soon.
7. My final weeks: The last week of May will be my final week on campus at Geneseo. I am working primarily on completing all tenure, promotion, and renewal letters, evaluations for my team, and ensuring a seamless transition to Joe's leadership. It's been a joy to serve with this team. You are all dedicated and thoughtful and committed to Geneseo's future. I will miss you!

Chair  
UFS Alternate Senator  
UFS leadership visit

Amy Sheldon

Please help identify people to serve on SPG, honorary speaker, and as UFS

Vice Chair  
Excellence Committee - how might we consider issues of DEI into our process and expectations of awardees?

Roark Award Process  
[Faculty Career Achievement Award](#) - will be a poll shared after the meeting

Past-Chair  
Next and final meeting of Budget Priorities Committee is next week!

Secretary Lee Pierce  
No report

Treasurer Harry Howe  
\$1100 may not be enough to cover retirement gifts. Discussion ensued about informing the Senate members on donations

Diversity, Equity and Inclusion (DEI) Advisor Dan Jacques  
Please attend social identity graduations and let your students know!  
<https://www.geneseo.edu/commencement/recognition-celebrations>  
The new director of counseling has started Jaime Castillo. Please welcome them.

University Faculty Senator James McLean  
No report

Vice President, Student Assoc. Sabrina Schumacher  
This is Sabrina's last meeting. Introduced Ralph Velasquez as the incoming SA VP.

Reports of the Standing Committees of the Senate  
Undergraduate Curricula Sherry Larson-Rhodes  
Newly "tagged" courses - can they get through the Senate in time?

Undergraduate Policies Joshua Baecker  
No report

Graduate Academic Affairs. Annmarie Urso  
Just approved guide documents for grad course and program proposals

Student Affairs Monica Hershberger  
[Resolution on Campus Mental Health Resources and Climate](#)  
The resolution will be brought to the upcoming Senate meeting

Faculty Affairs Wes Kennison  
[Instructional Modes at Geneseo](#)  
The presentation will be delivered at the upcoming Senate meeting for endorsement

New Business

Adjournment 5 pm

# APPROVED Minutes, RESEARCH COUNCIL

5 November 2021

Present: J. Apple, A. Baldwin, A. Braksmajer, M. Harrigan, R. Ibrahim, R. Jones, M. Lima, M. Lynch, G. Marcus, L. McGray, S. Ngoma, P. Pacheco, D. Parfitt, S. Castillo-Rodriguez, A. Roth, S. Tulowieki, N. Warner (Vice Chair), K. Yokoyama

Guests:

Excused: A. Urso (Chair)

Chair N. Warner (acting) called this meeting to order at 3:00 pm

## Reports

### Subcommittee Reports

1. Student Research Grants: P. Pacheco reports TRAC Grants – small number for November round. Submission are down generally.
2. Faculty Support: N. Warner reports 5 of 6 Incentive Grants awarded this round. Application numbers also down.
3. Self Evaluation: Still need a chair for this subcommittee
4. Rubric Working Group: M. Lynch reports that we now have a rubric for all programs that require a rubric. Would like to include prior funding as a metric or checkbox in rubric.
5. COVID Impacts Working Group: Still also needs a chair. Discussed creating a survey to send out to faculty to collect data on COVID impacts and information on how we could support them. Anne to produce a Google Form to be given to departments by members of the council in that department. Anne will send to departments not represented by council.

## New Business

1. Dean Johnston Award discussion: All funded except for one. Overwhelming comment from committee that many proposals lacked detail. Suggest feedback sent back to proposers and students.

Next meeting is at 3:00 pm on Feb. 4<sup>th</sup>, 2022

The meeting adjourned at 4:00 pm

Respectfully submitted,

By N. Warner

# APPROVED Minutes, RESEARCH COUNCIL

4 March 2022

Present: Annmarie Urso (Chair), Jennifer Apple (Acting Vice Chair), Anne Baldwin, Amy Braksmajer, Susana Castillo-Rodriguez, Betsy Colon, Meredith Harrigan, Maria Lima, Michael Lynch, Ling Ma, George Marcus, Leah McGray, Paul Pacheco, Dave Parfitt, Steve Tulowiecki, Karleen West, Kazu Yokoyama

Guests: Sue Rubright

Excused: Jeff Over, Farooq Sheikh

Chair Annmarie Urso called this regular meeting to order at 3:34 pm

## Reports

1. Student Grants Subcommittee: Paul Pacheco (chair) reported that the subcommittee met today. The number of applications this term was more typical and amounted to about \$49,000 in funds distributed + the \$3,000 from the new Dr. Battles & Dr. Mills Endowment. The subcommittee will be seeking guidance from the Council in how to best distribute the Battles/Mills endowment funds in the future.
2. Faculty Support Subcommittee: Anne reported a second deadline for Presidential and Geneseo Foundation Faculty Summer Fellowships (March 14) and an extension of the deadline for the Proposal Writing Support Award (March 14). We are also extending the deadline for the Kyrwood Student/Faculty Research Fellowship to March 21 due to lack of applications.
3. Self-Evaluation Working Group: George Marcus reported the group has not met yet but has selected a chair.
4. COVID-19 Impacts Working Group: Michael Lynch reported that the group met and is working on summarizing the results of the COVID-19 impacts survey for distribution to relevant parties. The group started developing some initial recommendations to provide adjustments for lost productivity during the pandemic.

## New Business

1. Voting on the Faculty Summer Fellowships
  - a. Presidential Summer Faculty Fellowships were awarded to Amy Braksmajer (Sociology) and Sedar Ngoma (Mathematics).
  - b. A Geneseo Foundation Summer Faculty Fellowship was awarded to Mark Broomfield (Theater & Dance) and Melanie Medeiros (Anthropology) was selected to receive the Roemer Faculty Summer Fellowship.
2. Announcements

Next meeting will be Friday, March 11, 2022, 3:30 pm. Rankings of student summer fellowship applications should be submitted by noon on Thursday, March 10. Members were asked to encourage eligible students/faculty to apply for a Kyrwood Student/Faculty Research Fellowship.

The meeting adjourned at 4:17 pm.

Respectfully submitted,

By Jennifer Apple

# APPROVED Minutes, RESEARCH COUNCIL

11 March 2022

Present: Jennifer Apple (Acting Vice Chair), Anne Baldwin, Amy Braksmajer, Betsy Colon, Meredith Harrigan, Maria Lima, Michael Lynch, Ling Ma, George Marcus, Leah McGray, Sedar Ngoma, Paul Pacheco, Dave Parfitt, Kazu Yokoyama

Guests: Sue Rubright

Excused: Susana Castillo-Rodriguez, Farooq Sheikh, Steve Tulowiecki, Annmarie Urso (Chair)

Acting Vice Chair Jennifer Apple called this regular meeting to order at 3:32 pm

## Reports

1. Student Grants Subcommittee: Anne Baldwin reported that award letters for TRAC grants have been sent out.
2. Faculty Support Subcommittee: Anne Baldwin reported that award letters for incentive and research development awards have been sent out.
3. Self-Evaluation Working Group: George Marcus reported the group plans to meet soon.
4. COVID-19 Impacts Working Group: Michael Lynch reported that the group has not met again since our last meeting.

## New Business

1. Voting on the Geneseo Foundation Undergraduate Student Summer Fellowships
  - a. All five proposals for full-time summer fellowships were approved for funding, but funding for two proposals is contingent on applicants providing additional information missing from original proposals. The highest ranking Hosley application was selected for the Dr. Wendell and Barbara Rhodes Research Award.
  - b. The one proposal for a part-time fellowship was approved.
  - c. There was some discussion about strategies to ensure that submitted proposal applications were complete, including providing some kind of Google Doc or Google Forms template or requiring a coversheet with a checklist of required items. Anne Baldwin will look into these possibilities. Another view presented was that the posted guidelines are already very clear along with the specific rubric and applicants should be expected to follow instructions carefully without need for additional guidance.
2. Discussion of strategies for distributing funds from the new Dr. Battles & Dr. Mills Endowment for supplementing student TRAC grants.

In general the Council agreed that using the funds to reward applicants based on the merit of their proposals and only distributing a few sizable awards each year (spreading the amount out across funding periods) was preferable to dividing the funds across all applications that exceeded grant amounts, as this amounts to much smaller and less meaningful awards. The Student Grants Subcommittee will award the extra funds at its discretion in the next year and will report back to the Council.
3. Announcements: Next scheduled meeting will be Friday, April 22, 2022, 3:30 pm. Members should look for additional Faculty Summer Fellowships, Kyrwood Student/Faculty Research Fellowships, and Proposal Writing Support Awards to review. Voting for these programs with extended deadlines may be carried out entirely electronically, though it is possible another meeting may have to be called.

The meeting adjourned at 4:25 pm.

Respectfully submitted,

By Jennifer Apple