

STATE UNIVERSITY OF NEW YORK  
COLLEGE AT OLD WESTBURY

Full Faculty Meeting - Special

Friday, November 19, 2021  
12:30 p.m. - 2:35 p.m.

ALL MEMBERS OF THE CAMPUS COMMUNITY ARE WELCOME TO ATTEND

Documents for this meeting and calendar of meetings are available at:

<https://sites.google.com/site/oldwestburyfacultysenate/archive>

## MINUTES

### I. Call to Order

- **Roster of Senators Present:** Jennie D'Ambroise (CHAIR), Runi Mukherji (VCHAIR | Senator At-large SAS | USENALT), Maureen Dolan (PARL), Deepa Jani (ECATL1 | ATL SAS 2), Dana Sinclair (ECATL2 | LI | APPC), Robert Mevissen (SECTRS | HP ALT), Renu Balyan (M&CS), Llana Barber (AS), Erik Benau (PY), Rachel Brown Littenberg (Professional), Lisa Chin (ATL SAS3), Jillian Crocker (ARPT), Bonnie Eannone (Professional), Alireza Ebrahimi (FRR Committee), Lina Gilic (ATL SOE | EE), Eric Hagan (VA), Chris Hartmann (TLRC), Curtis Holland (SY), Danielle Lee (LEC), Thomas Lilly (PEL), Martha Livingston (PH), Renee Markowicz (CE), Laurie Morris (USEN), Lorenz Neuwirth (FUAC), Christos Noutsos (BS), Patrick O'Brien (ATL SOB), Sheyi Oladipo (APR), Chelsea Shields-Mas (HP), Jessica Williams (EN), Ryoko Yamamoto (CAP)
- **Alternate Senators Present:** Solomon Chak (BS), Lisa Lewin (MMF), Roger Mayer (AC)
- **Non-voting Members:** Timothy Sams (PRES), Duncan Quarless (PROV/AVP), Jo-Ann Robinson (VPEXEC), Martha Santana (CFO), Amanda Frisken (DSAS), Shalei Simms (DSOB), Diana Sukhram (DSOE), Monica Calzolari (VPEnroll),
- **Visitors:** Robert Bednarczyk, Edward Bever, Lee Blackstone, Carolina Bustamante, Zulema Cabail, Patrick Cadet, Wen-Wen Chien, Michael Colaneri, Thomas DelGiudice, John Estes, Ruomei Gao, Julio Gonzalez, Keisha Goode, Ricky Guerra, Patty Harris, Amy Hsu, Peter Ikeler, Janay Jackson, Annette Johnson, Arthur Kalish, Michael Kavic, Evan Kobolakis, Malini Kumar, Youngjoo Kim, Ashlee Lien, Matthew Lippert, Joe Manfredi, Manya Mascareno, Yogesh More, Rose Muzio, Yumi Nicholson, Jillian Nissen, Cris Notaro, Diana Papademas, Kinning Poon, Lisandra Ramos, Shebuti Rayana, Carol Quirke, Frank Sanacory, Regina Scarbrough, Chandra Shehigian, Jeanne Shimizu, Samara Smith, Sarah Smith, Joanne Spadaro, Blidi Stern, David Tomanio, Margaret Torrell, Sydney Williams, Sara Williamson,
- **Roster of Senators Absent:** Laura Anker (FY), Seirrah Brown (SGA2), Bright Emenike (CP), Linval Franzer (AC), Hana Elgoarany (SGA 3 | APR), Jon Kleinman (Professional), Xavier Marechaux (AE), Elizabeth Morphis (TLRC | SL), Kathleen O'Connor-Bater

(HLC), Oluwademilade Ogunlade (SGA1), Chelsea Shields-Más (HP), Sara Williamson (MMF)

## **II. Approval of Minutes for Sep 24, 2021**

A. Minutes are approved unanimously

## **III. Faculty Senate Chair's Report**

A. Thank everyone for the hard work

1. LEC and GenEd framework
2. FRRC and academic grievance committees
3. EC working with Bylaws Working Group for the Committees Practices Survey
4. APPC – survey about CR/NC limits and usage within departments\
5. IEC met today – thanked participants – regarding assessment, there is a lot of work people are doing –
6. Hanover enrollment is going forward and solicited feedback from faculty that was conveyed
  - a) Working on institutional login for data and projects and reports
7. Presidential committees are largely constituted – most nominations solidified
  - a) Noticed no professional staff could nominate to Planning and Budget committee and president added two more members

## **IV. President's Report**

A. Lisandra Ramos: Performance Planning (RFP) Update – received 43 RFPs

1. Helping advance several goals (culture of excellence)
  - a) Curricular, non-curricular, infrastructure, capacity
  - b) In the vetting stage ☐ PBC will review all proposals ☐ Cabinet has the guidelines for approval

B. President Sams

1. Vision for the Community (inclusive, collaborative, shared governance, engaged community, informed)
  - a) Want to communicate with regularity – use data that will inform
  - b) Leadership teams and committees – this will increase the number of people president can communicate with
  - c) Emphasis that communication is going out to the people who
  - d) Executive leadership team – middle management – give people a chance to talk with president – what have they heard from VP/Cabinet members (once a month)
    - (1) Names of this group will be distributed
  - e) EC will also communicate with the president what faculty needs are based on monthly meetings – how to improve
  - f) SGA leadership – robust agenda –
  - g) Labor discussions every semester
  - h) Working with Mike Kinane, once a month or once a semester for larger meetings – we don't have a standing opportunity to talk to staff
  - i) Student meetings – meet so there's more value and identity around the campus – how does this manifest in OW experience

- j) Faculty Senate and Full Faculty meetings – but perhaps also other broader ways to communicate with these groups
- k) Some of these are new ideas in
- 2. Community-Building
  - a) Leading up to April '22 presidential inauguration
  - b) Look at activities associated with this
  - c) Tilling soil of identity so that the inauguration can be an opportunity to showcase – how we behave, what we believe, how we demonstrate our excellence
  - d) \*\*What conversations about intentional and conscientious community – what makes us special
  - e) Community is active, intentional, no longer happenstance – how do we actively move our values into our actions
  - f) School elections to spring semester – social justice, sustainability, what do we teach and how do we teach it
    - (1) Reflect on how that happens here – what makes us special
  - g) Possibility of presidential lecture – who speaks to our specialness, how can we broadcast nationally/internationally?
    - (1) Someone to help us have that conversation
- 3. Assessment
  - a) We have to continue to deal with this
  - b) We are all responsible for this – not just faculty
  - c) This is institution-wide,
  - d) \*\*\*These articles are ONLY for improving practices – are NOT for punishing faculty, ONLY for assessment
    - (1) Will be diligent that assessment is *not* used in this way
    - (2) Data used in handbook
    - (3) Clear: this is not how assessment will be used

## **V. Middle States Update (Mike Kavic, Cris Notaro, Frank Sanacory)**

- A. Supplemental Information Report - SIR (Mike Kavic)
  - 1. Highlighting actions: Middle States reaffirmed accreditation and requested supplemental report – in a particular area
    - a) We need to report on standards 3, 4, 5 (all related to assessment)
    - b) Standard 3: student learning opportunities – asking administrative assessment on learning
    - c) Standard 4: report on assessment of student support programs
      - (1) Easiest 'lift' – asking about student support services like tutoring activity, student affairs, but how we help students learn
        - (a) We have been doing assessment but they wonder are we *communicating* how we are doing it – are we mentioning topline agendas?
    - d) Standard 5: standard about assessment
      - (1) This touches on academic assessment
      - (2) We need to provide *evidence* of this assessment
      - (3) Development of PLSOs and dissemination to stakeholders nad campus community – what are learning outcomes?

- (4) Closing the loop – they believe we did assessment, but what was the clear indication of change – addressing the results of the assessment
  - (a) How are we providing evidence of that?
- (5) Building infrastructure and culture of assessment
  - (a) Central campus-wide infrastructure to collect and communicate assessment (WEAVE)
- (6) Consequences
  - (a) We need to generate more reports
  - (b) Public probation – if we do not address
  - (c) We could lose accreditation. We *need* accreditation or we can lose ability to receive federal and state aid without which we may close

B. Frank Sanacory “On SIR”

- 1. We want a report that demonstrates that we’re in compliance and doing what we said we’d do
- 2. What is evidence that we are continuing these efforts – progress – and continual and across-campus
- 3. 40 pgs or less – it is not as involved as previous report
- 4. Middle States’ liaison has met several times and there’s a consultant to point out any holes in response
  - a) We need college-wide, sustainable assessment
  - b) We need to encourage with any means necessary
- 5. LEC and Fellows collect evidence

C. Cris Notaro

- 1. Presented the people who are involved in assessment
- 2. There are teams: ‘evidence’ and ‘writing’ and ‘advisory’ and the ‘consultants’
- 3. First draft expected in early December

D. Questions

- 1. (Peter Ikeler): Equity of who is undertaking additional assessment, is there compensation?
  - a) Mike Kavic response: equity is important. The intention of this was to make sure we get accreditation not to make an inequity situation – and we will try to design a system that is not over burdensome but channels the self-improvement process and demonstrates this process to Middle States
- 2. Question (Lee Blackstone): What is the plan to keep assessment going? How will we sustain this? Does this require more money and how will we do this?
  - a) Mike Kavic response: Middle States’ standards – want to know if we’re presenting something as a ‘one off’ or a sustainable program – they will know if it’s just to get through this. We are planning carefully about future – Ryoko and Ashlee have more plans about assessment fellows. Points out that
- 3. Question (Martha Livingston): PH since 2014 assessment to receive national accreditation in public health – required a lot of work by PH faculty – continue to do so without any compensation or course release

- a) Mike Kavic response: it is a great program and appreciates the work

## **VI. Co-directors of Academic Assessment Report (Ashlee Lien and Ryoko Yamamoto)**

- A. Jan 2020 appointed – Ashlee Lien (Institutional-Level Student Learning outcomes emphasis) and Ryoko Yamamoto (Degree program Student learning outcomes emphasis)
- B. Ryoko Yamamoto: Assessment?
  - 1. Not just data, but identify goals, makes plans to achieve goal, collect data to see if achieving, observe data, make plans to correct, and then check if those new plans achieve goals
- C. Ashlee Lien: ISLO Assessment
  - 1. How is it going? How do we know? How can we address issues?
  - 2. LEC oversees curriculum and how GenEd standards are implemented at Old Westbury
  - 3. LEC has assessed ISLOs for a long time – learning outcome assessments and a syllabus assessment review
    - a) Disjointed, one internally for LEC and one institutional and official
    - b) we are trying to ensure this is all connected
    - c) done once every 5 years (sometime within that period)
    - d) Middle States: you've done assessment but how does it inform changes to curriculum and use of data AND communication back to departments (closing the loop)
  - 4. LEC work and ongoing work:
    - a) Spring 2020 – look at where we are and where we need to be
    - b) Developed: 5-Phase cycle of LEP assessment – builds in Closing the Loop activities (every 5 years and we know where we are in cycle at any given period)
      - (1) Rubric development (AY 21-22)
        - (a) For each domain
      - (2) LEP Assessment Manual (AY 21-22)
        - (a) Makes sure the chair knows how to implement once they start
      - (3) Phases 1-3 Assessment (Spring '22)
        - (a) Assessment is occurring in Liberal Education curriculum – they will be in touch with anyone teaching in this
      - (4) LEAP+ Transition / SUNY Gen Ed (AY 22-23)
        - (a) How our current structure with overlay with the new guidelines
        - (b) Important because this is where faculty control of assessment and curriculum
    - c) This cycle will give us a way to have institutional support and a way to communicate assessments
- D. Ryoko Yamamoto PSLO
  - 1. All the schools have different histories and different assessments –
    - a) Middle States thought that SOB and SOE had resources to support full cycle assessment

- b) SAS lack systemic data collection for closing the loop process in SAS and SPS
    - (1) Not that these aren't completed, but there were not communicated adequately
    - (2) Feedback was that these were "not sufficiently linked to a discipline" PSLOs
    - (3) Lack of systematic sharing of assessment tools and findings with stakeholders
  - c) Emphasis: organized process, resources, documentation, teaching-curriculum-assessment link
- 2. Actions taken:
  - a) Program Assessment Plan
  - b) Year-End Degree Program Report
  - c) Assessment Fellows Program (AY20-21)
    - (1) Prep for the Assessment Coordinators System (pending funding)
    - (2) "Training trainers"
    - (3) Interdepartmental network – collective problem-solving
      - (a) Make sure we're communicating with one another between departments
    - (4) Refine the S21 Program Assessment Plan
- 3. Where are we?
  - a) Built-in "Closing the Loop" process for ISLO assessment
  - b) Systematic and regular PSLO assessment and SAS and SPS has been set up
    - (1) Basic tools: PSLOs, curriculum maps, Multi-year strategic assessment schedule
    - (2) Plans for assessment data sharing, analysis, and utilization
    - (3) Assessment coordinator system (pending funding)
  - c) Documentation of emerging data utilization (Closing Loop)
  - d) Document and info sharing with stakeholders: Website & Weave+
- 4. Moving ahead
  - a) Establish regular and meaningful assessment
    - (1) We have to follow through the assessment plan with adjustments
    - (2) Improve data equality (not methodological perfectionism)
      - (a) We need the BIG picture, not variability of learning outcomes
    - (3) Active usage of assessment data and creative data gathering = faculty ownership
      - (a) not for punishment but resource to improve practices – this data should be useful to us: to Middle States but we can use this to show to students and prospective students
    - (4) periodic review of instruments (PSLOs, CM, schedule)
  - b) Assessment Coordinator System in SAS (SPS?)
    - (1) What does SPS have/need for sharing data?

- c) Enhanced documentation and annual training for ISLO assessment
- d) Facilitate the ecosystem for meaning assessment
  - (1) Annual assessment calendar and college-wide events so people know what to expect during the year
  - (2) Trust building and safeguarding – assessment is act of acknowledging our shortcoming and reflecting on that
    - (a) Scary if there is no trust – we don't like being judged
    - (b) Among faculty and with admin
    - (c) We also need data safeguarded – assessment report anonymous?
- e) Bottom-up, faculty-led structure for assessment policymaking
  - (1) What to share, how much to share, how to share
  - (2) Academic assessment = curriculum evaluation and prioritizing

#### E. Questions

1. Peter Ikeler: this is beyond what we do – we revisit this often in our classes – but how is this sustainable if people don't have time for this and are already overburdened? At what point can we question the Middle States expectations for a college with fewer resources, why do we have to do all these extra things that may not be asked at other institutions with more resources
2. Response:
  - a) Ashlee Lien addressed that yes, we already do, how do we make this process less burdensome for faculty? Assessment coordinator could do a lot of the paperwork
    - (1) Additional work? Perhaps departments need to discuss how do we check if the PSLOs are working?
    - (2) One ask may be “can we put this in a rubric” assignment?
  - b) Duncan Quarless: with respects to other institutions – other places are doing assessment (chemistry chair at Columbia)
    - (1) we just need to know what meets our needs
    - (2) non-academic assessment – how can we be more effective at what we're already doing? What tools will make this easier?
      - (a) We just want to make sure we have continuous improvement and institutional effectiveness?
      - (b) In some cases, we need to 'strategically re-align resources' to help us meet objectives/outcomes
    - (3) We have to do across institute and sustain process
  - c) Ryoko response
    - (1) Other places do have a provost of assessment and are surprised that faculty at OW undertake assessment
    - (2) Does not like the artificial division of assessment and teaching
      - (a) Workload – three courses may be a lot but reducing that may make assessment more management

- d) Lee Blackstone
  - (1) Regarding assessment/work: what is regular or already completed
  - (2) The bureaucracy placed on us to account for our assessment – this is too much
- e) Ashlee Lien pointed out that perhaps academic assessments of student learning outcomes are already completed but perhaps less-so institutional assessment
- f) Mike Kavic pointed out that Courtney or Mike would help out if needed – adding data to WEAVE
- g) Ed Bever college has two ways to recognize teaching/work
  - (1) ARPT process but assessment was NOT measured
    - (a) Perhaps ARPT could make this a criteria? Governance would need to decide on this and offset other expectations
  - (2) DSI process: academic affairs could indicate this was a priority and make a process for that
- h) Alireza Ebrahimi – SUNY has links for resources – can there be a link for this process made available?

## **VII. Provost's Report**

- A. Academic Affairs will identify DSI priorities – service and governance – informing institutional priorities in Middle States and this is *not* unusual
- B. Convocation – thanked faculty participation – students appreciated engagement
  - 1. Tom Delgiudice representing faculty did a great job
  - 2. Received favorably
- C. Student Fall semester survey
  - 1. Pandemic has some effects that are ongoing – want to know how students are coping
  - 2. How the instructional modalities and support services are meeting needs
- D. Student course evaluations
  - 1. Open 11/30-12/15
  - 2. Part B courses (SOB) – 12/12-12/15
    - a) Can see how much students submit responses based on reminders – more so, perhaps, than faculty reminders
    - b) Suggesting days to give time
- E. Blue
  - 1. Consider revising the objectives for course evaluations and identify what type of technology system meets the need
  - 2. Assess cost-effectiveness in continuing the Blue service
    - a) Do we keep this? We're using as simple tool but it can do a lot more
- F. SUNY GE Implementation
  - 1. Will likely receive additional implementation guidance from SUNY in roughly one month (Memorandum to President)
    - a) FS Chair and Laurie Morris may be contacted about implementation
    - b) Will share document with faculty from Dr. Jim Malatras (Chancellor) presenting implementation framework and resolution



- G. Graduate Diversity Fellowship Program (congrats for receiving)
  - 1. Barbara Hillery will contact the graduate directors – funds will go to graduate students who deserve/need funds
- H. LMS change (Moving to Brightspace)
  - 1. Anticipate early next calendar year (training, documentation and videos)
  - 2. Blackboard will continue through next calendar year
  - 3. ITS will provide updates as they become available
- I. EIT Accessibility Update
  - 1. CourseArc (onboarding next week) – in response to a faculty request for some additional support
  - 2. Ally scan – prioritized a list of 106 courses with EIT Accessibility Scores – 50% or below
  - 3. Chandra will reach out to the faculty of these courses to work with to fix these materials to improving accessibility moving into the spring 2022
- J. Questions
  - 1. Robert Mevissen: keeping Panopto?
  - 2. Samara Smith: will we have a one-page high lights for what to keep or modify for EIT standards?
    - a) Ed Bever yes
  - 3. Laurie Morris: wrote to Duncan about the Board of Trustees approval

#### **VIII. UUP Report (Martha Livingston)**

- A. It is good to hear President Sams' language about intentional community
- B. This is not translated to day-to-day lives of professionals – some managers are not creating intentional community
- C. 168-hr week – hours we spend on one project that we don't spend on others
  - 1. This affects our ability to work on our own professional development
- D. All this technology = we need support to our IT staff and we need to support faculty having to learn about new systems
- E. COVID-19 = SUNY-UUP Individual Development Awards = lots of money and increasing the amount individuals can apply for (from \$1000 to \$2000)

#### **IX. NSB Renovation (Kinning Poon)**

- A. Growth in sciences and overview of sciences and student outcomes
  - 1. Primary driver of tuition is enrollment and enrollment in sciences has steadily grown over current years
    - a) Over 700 students (13% of total enrollment)
    - b) Large percentage underrepresented minorities (near 60%)
    - c) Aligns with Presidents Sams' statement about more competitive college generally and for underrepresented students
    - d) CSTEP and LSAMP – federally funded – these give students monetary and academic support
  - 2. Graduate rates – trying to bridge gap with URMs and non-URMS
    - a) BS has graduate 45% URM graduates in last 5 years
  - 3. Faculty goals:
    - a) Course Embedded Undergraduate Research Experiences (CURES)
      - (1) Driven by faculty research

- (2) Greater retention when CURES used earlier (intro courses)
  - (3) Need more infrastructure for CURES – students spill out into faculty labs
  - (4) Problem with comments that make it seem we do not have culture of research, so it's hard to win more grants
- b) Applied learning
- 4. Working conditions:
  - a) Building 40 years old, it is falling apart and has many majors housed there
  - b) Surpassed enrolled by 3 years (outgrown building)
  - c) Major issues (ventilation, inadequate space, temp problems, mold, interruptions, NMR temporary HVAC)
  - d) Far less space compared to other campuses – this makes us less attractive to students
- 5. Timeline
  - a) This started in 2010, published survey in 2016, 2018 told renovation and spall addition, 2019-20 – just renovation, fall 2021 – all different
  - b) Only Phase 1, no guaranteed Phase 2
  - c) Where would faculty go?
    - (1) Nearly one-third of budget for temporary trailers – this is not helping issue of space
- 6. Problematic for OW
  - a) Reverse enrollment growth in sciences
  - b) Impact revenue
  - c) Affects everyone – SOE majors in sciences, everyone takes one natural science
  - d) Impacts student and the research of faculty – who mentor those students
- 7. Appeal
  - a) Need to prioritize the renovations
  - b) Need extension of lab space – for the growth in sciences
  - c) Want single phase renovations
  - d) No trailers – capital used for permanent improvement
- 8. Questions
  - a) Update moving forward – what are the next steps?
  - b) Manya Mascareno: President Sams understands the stakes and is trying to reach out to SUNY at different levels, working with Ray to update stats, brought to Chancellor Malatras
  - c) Laurie Morris: private/public partnerships? SUNY may match if we can secure some private funds

## **X. SGA Announcements (Janay Jackson)**

- A. Working on better relationship with university police – created committee to spearhead events
- B. Working on joining more committees – closer connection with faculty and administration
  - 1. Maybe more students not in SGA could get connection
- C. Sense of inclusion between online, on campus – better sense of union

1. Want more normalcy on campus
2. Want campus to be comfortable for all students

XI. Adjournment

- A. Adjourned by unanimous consent