**Members Absent:**

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| --- | --- | --- |
| ECO – David Andrews | ENG –Amy Shore | HIS – Chris Mack |
| M&M –Sarfraz Mian | M&M – June Dong | POL – ­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| SEN – Gwen Kay  | SA – Shelby Gallaro  | SA – Justin Brantley  |
| SA – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  | SOC – Eve Benavides |  |

***The meeting was called to order at 3:13 pm.***

1. **Approval of Agenda** – The agenda was approved as distributed.
2. **Approval of minutes of March 23, 2015 meeting –** The minutes were approved as corrected.
3. **FA Chair’s Report –** Joan Carroll
4. Budget Update – not as bad as it could have been. UFS is still quite concerned with the governor’s directive to the SUNY Board of Trustees with respect to experiential learning.
5. Start-Up NY – This Campus Plan Amendment includes two material additions to our original Campus Plan approved on July 25, 2014.  The first is the addition of 18,000 sf of vacant manufacturing space to our list of property designated for Start-Up NY.  This space is owned by the County of Oswego Industrial Development Agency, located at 120 St. Paul Street and deemed “on campus” pursuant to the Affiliation Agreement (MOU) executed between SUNY and the County of Oswego Industrial Development Agency.

The second addition to our original Campus Plan is the inclusion of a student review committee (Student Economic Development Advisory Council), as part of our business selection process identified in section #6 of the “Amended” Campus Plan.

1. University Faculty Senate – we need to replace Gwen and elect alternates for both Diana and new senator. Anyone interested should let Gwen or Diana or the chair know. The senator will be elected at the General Faculty meeting on May 4
2. Shine the Light on Oz <http://shineonoz.tumblr.com/> An initiative of the Diversity and Inclusion committee. All are invited to partivcipate.
3. Presentation on Opiate Addiction and Treatment – on Friday April 24, 10 am-12 pm, Shelcon Hall ballroom; sponsored by the Lifestyles Center
4. International Conference on Ethics in Biology and Engineering, April 24-26, SUNY Downstate Medical Center
5. Please say your name and constituency before speaking
6. Please continue to send electronic copies of all handouts and reports to faculty.assembly@oswego.edu. Sarah or Greg will convert handouts to PDF for posting on our website and sharing through Google Drive.
7. Please continue to support our green initiatives by bringing your own reusable beverage container to FA meetings.
8. **Experiential Learning Update** – Denise DiRienzo, Director of the Center for Experiential Learning

**Programs**

1. Internships (GST 498)

Preplanned upper division learning experience which builds upon what has been learned in the classroom setting.

Students work with both a college faculty sponsor and the supervisor at the internship site.

Students can earn a total of 15 academic internship credits towards their degree requirements.

Internships can be unpaid or paid experiences.

Credit is available in the fall, spring, summer and winter sessions.

Students can earn GST 498 or Departmental credit (based on availability) with Graduate level credit available (GST 691).

Internship Program Updates

New procedures in place to simplify registration and verify internship site:

Internship Application required of all students

CEL verifies prerequisites have been met and confirms internship site

Prerequisite Deviation to accompany internship application for students who do not meet program requirements (2.5 GPA, Jr./Sr. status)

Upon verification, student is registered and notified to complete learning agreement.

Standard semester due dates now in place for Internship Application and Learning Agreement

Faculty sponsors assign academic assignments, collect and review all academic materials and assign final grade for internship

Incentive payment for faculty sponsors (winter session and summer)

Internship instructions, prerequisite information, deadlines and internship forms available online

Internship handbook in development

Online learning agreements with online approval process coming in Spring 2016

Weekly workshops held to assist students in their internship search

Updated faculty sponsor internship web site available

Updated employer web site also available

1. Co-ops (GST 498C)

Educational program where students can get hands-on experience in their field of study through working in a professional environment.

First multi-departmental Co-op program within the SUNY system.

Available in 19 departments

Students enter a partnership with the school and an employer to gain practical experience relevant to their major.

Full-time, paid employment that lasts as long as six months.

Co-op is a non-credit bearing educational program, students do not pay tuition for this program.

1. Mentor-Scholar Program (GST 311 & GST 312)

Social mentoring program that partners SUNY Oswego undergraduates and students within area school districts through the academic year.

Mentoring pairs meet twice per week after school to work on general academics, address social issues, and have fun.

Mentor/mentee field trips include skating, bowling, SUNY Oswego visits, year end recognition dinners, and more.

SUNY Oswego students earn course credit through GST 311, which addresses issues of mentoring, poverty, and adolescent growth within the context of youth programming.

Two semester commitment with one academic credit awarded each semester.

1. Oswego Children’s Project (GST 306 & GST 307)
2. RISE

Facilitates scholarly and creative activities that enhance educational experience and prepare students for their career path.

Supports a wide range of mentored, self-directed work that is designed to empower students to apply the knowledge learned in classes.

Undergraduate research and creative activities give students the opportunity to do something that no one has ever done before:

* + - Investigating a historic event
		- Composing or arranging music
		- Designing a computer program or creating a website for a special purpose or group
		- Creating a sculpture or painting
		- Planning and implementing an experiment in a science laboratory
		- Working on a study outdoors
		- Developing a marketing or management plan for a local organization
		- Gathering data on peoples' experiences or opinions
1. Professional Skills Preparatory (GST 101)

Students examine, define, and equip themselves with the critical skills and workplace competencies employers' desire in successful candidates for employment.

Prepare, involve, and connects students in the fundamental aspects of career planning through self-assessment, market analysis, professional etiquette, and networking, personal budgeting, and career application through to the interview process.

Produces informed and engaged citizens who think clearly and deeply, express themselves effectively, and pride themselves on being lifelong learners who are able to adapt and flourish in any setting.

1. Leadership in Your Field (GST 303)

Leadership in Your Field is a 3 credit online course designed as a means of earning academic credit based on leadership, social ethics, and professional development.

Through reading, assignments, class discussion, reflection, interaction in the community, and advisement students will develop time management plans, self-awareness, and self-marketing materials to guide the development of progression in the workplace.

Students are required to have a community field experience with a minimum of 60 hours in the community in addition to the online assignments.

1. STEM Mentoring

Through a partnership with the New York Academy of Sciences, SUNY Oswego allows for graduate students to volunteer to teach STEM disciplines in the Oswego Middle School.

This opportunity provides graduate students with valuable experience in the classroom and eligibility to receive three credits through an elective equivalent course.

Graduate mentors work with local middle school students after-school on innovative curriculum such as Robotics and Forensics.

Questions following the presentation:

* John MacDonald mentioned that this semester, a first year business student was enrolled in 18 credits including an internship, contrary to the internship policy of having 60 completed credit hours and a cumulative GPA of 2.5. Denise clarified that the new policy is that advisors must sign off on a student getting an internship for credit in order to help the Center for Experiential Learning Center screen out students to ensure that they have the 2.5 GPA. The Experiential Learning Center cannot sign off on any deviations.
* Pat Murphy asked who is currently teaching GST 303, to which Denise answered that she and a colleague are teaching the course. Denise clarified that everyone teaching the course has an MA or higher.
* Sue Fettes pointed out that these changes to the internship programs such as GST 303 have inadvertently changed other programs that require GST 303.
* Pat Murphy stated that we might have a credential issue that could cause issues later with accreditation. Denise stated that she submits everything to the Provost for approval and that she was hired to teach 300 level classes.
* Someone asked whether or not freshman and sophomores would be allowed to do internships, and Denise said they could with department approval.
1. **Reports of Councils, Committees, and Task Force**
* **Personnel Policies Council** – Joan Carroll on behalf of Gwen Kay

Met on March 24th and discussed how to count faculty for purposes of departmental representation on FA. Who is in the count? Tenure track (TT), or TT + Visiting Assistant Professor (VAP), or TT + VAP + adjuncts, or TT + VAP + qualified rank? After much discussion, consensus for option #4: TT, VAP and qualified rank. Will use previous year’s data (or, always one year behind). What is our numerical threshold? Options include 10, 15, or 20. After much discussion, using data from both voting lists and payroll, took the average and used top 25%, or 20 people as threshold. (31 units x .25 = 21 as cut so preserving percentage of top 25; currently, 1/4 of departments get two or more representatives).

Met March 31 and discussed a possible future task force on tenure and promotion: goal is uniform policy across campus, consistent with the bylaws. Bylaws exist, but many are old, and not every department has bylaws in place. Under former dean, all departments in CLAS (and also SCMA) should have policies in place.

Next, the council discussed language for a bylaws revision: Article VIII, Assembly membership. Rather than continue with FTE as a basis for representation, are proposing the following:

1. The Assembly shall include representation from each department as indicated from the table below:

Department representation: 20 or fewer = 1

 21 or more = 2

1. Departmental representation shall be based on tenure/tenure-track lines and visiting assistant professors and qualified voting faculty. The departmental number for the following academic year shall be based on the average of the counts from the fall and spring faculty voting lists of the current academic year.
* **Academic Policies Council** – Sue Fettes

The revised request to institute policies regarding hybrid courses was once again considered in the context of the decisions made at our last meeting. Our suggestions, from that previous meeting, were expressed to Jill P. and Yvonne.

The proposal to revise the Athletic Coaching Minorwhich was passed at the March 6th meeting was reconsidered. The maker of the proposal chose to remove a course instead of waiting until it passed UCC (so slightly different from how we originally passed it). The version that was passed out two weeks ago to be voted on today is the correct version.

The revised proposal to revise the B.S. in Wellness management was discussed with the help of the department chair S. Bargainnier. The most important issue, that of a required internship course with a 2.5 GPA requirement, (a carryover from the old program), was enough to hold up approving the proposal until an alternative to the requirement could be found. We will consider a newly revised, revised proposal at our next meeting.

A revised proposal to revise the B.S. in Chemistry Track II was considered. The department changed the language as we had suggested and the revised proposal passed. The proposed changes that were reported out two weeks ago along with this one are down front. Also distributed today is the revised PBJ minor which was reported out by APC at the last meeting.

The request from the Biological Sciences for a blanket deviationfor MAT 158 in place of Mat 179 was turned down, as there was no sunset clause, which is requirement for a blanket deviation. Other issues were unclear and, after discussion with the chair, the blanket deviation will probably not be resubmitted.

* **Priorities and Planning Council –** Linda Rae Markert

Met March 13. Met March 27. They approved the Department of Curriculum and Instruction’s:

New Master of Science in Education (MSEd)-Special Education 7-12 (Generalist)
New Master of Science – Studies in Education
New TESOL Advanced Graduate Certificate

Approved the Department of Health Promotion and Wellness’:

Revisions to their Athletic Coaching Minor
 Revisions to their Bachelor of Science in Wellness Management

Approved the Department of Computer Science’s revisions to their Computer Science Minor and the Department of Public Justice’s revisions to their Public Justice Minor

* **General Education Council** – Michael Nehring

The General Education Council examined and discussed a science literacy assessment that was piloted by a faculty member within the natural sciences. The information about the assessment and subsequent discussion was forwarded to the natural science departments by Chris LaLonde, Director of General Education.

* **Undergraduate Curriculum Committee** – Lenuta Guikin

The following courses proposals were discussed and approved by the council:

BRC 308 Sound for Television and Film (New)

ENG 362 Genre – History – Theory (New)

GST 311 Mentor-Scholar Program: Mentors (New) – 1sh

GST 312 Mentor-Scholar Program: Team Leaders (New) – 2sh

MKT 360 Social Media Marketing (New)

PSY 346 Sport Psychology (Update)

Old Course Number: PSY 413 Prerequisite(s): PSY100, PSY290, and UD standing

New Course Number: PSY 346 New Prerequisite(s): PSY100 and UD standing; or instructor permission

The following prerequisite changes were approved:

CHE 360: Introductory Biochemistry
 Current Prerequisite(s): CHE 230 New Prerequisite(s): CHE 230 or CHE 331

PSY425: Cognition and Aging

Current Prerequisite(s): PSY325 or PSY423 or PSY305 and upper division standing

New Prerequisite(s): PSY290 and PSY305 or PSY 325; or instructor permission

PSY 433: Primate Cognition

Current Prerequisite(s): PSY 305 or PSY 320 or PSY 405
New Prerequisite(s): PSY290, PSY305 OR PSY320

THT 300: Advanced Theatre Production

Current Prerequisite(s): Minimum of six credits in theatre course work or instructor permission

New Prerequisite(s): THT 110 (concurrently or previously) or Instructor Permission

Any other requests for approval must be sent to UCC by **April 25th.**

1. **Elections –** no nominations
2. **Unfinished Business**.
* Proposed revisions to **Athletic Coaching minor** (Health Promotion & Wellness Department) **Passed** 41 – 1
* Proposed revisions to **Computer Science minor** (Computer Science Department)  **Passed** 41 – 1
* Discussion of Proposed Policies for Undergraduate Teaching Assistants

The discussion started with the roles of TAs, who are students in undergraduate classes. Lori Nash posed a few questions and provided answers. These questions included: Is the professor overloaded? If so, hire more instructors. Do professors have too much responsibility? If so, hire a babysitter or housekeeper. Are professors getting rid of tasks they don’t like? If so, hire student helper. Are professors trying to make students more responsible? If so, figure out the best way for students to become more responsible. If you want a TA, do it to help students learn skills and develop in their field, or to prepare them for graduate studies.

Someone suggested that grading seems to be the primary point that people focus on and want to prohibit. He said there was some concern over strictly prohibiting it, including whether or not prohibiting undergraduates from grading other undergraduates eliminates the possibility of peer-reviewing work. Kirsten Parsons, TA Task Force chair, said that students expect teachers to grade their work because it’s part of the professor’s job. They have more experience with it and can probably do a better job than undergraduate students could. She suggested undergraduate TAs don’t have a say in the grade other students get, but they can look at the stack of papers and learn what the strengths and weaknesses of them are. That would help them learn to grade and would help them critically look at their own papers.

Chris Hirsch mentioned that she was more in favor of letting students score but not actually grade the papers. She reiterated that it’s not the student’s job to grade another student’s paper. It gives them too much power and can put them in an ethically compromising position. The committee is very firm on prohibiting undergraduate TAs from grading students. She also stated that saying yes or no is not a grade. Sue Fettes said that the task force has done a great job with this difficult issue and she said that part of the problem is that we don’t know what it means to be an academic TA. It’s about what they have learned from the experience, not how many hours they put towards the credits they receive.

Jonelle Langenfeld-Rial said that TAs for theater are a lot different from other courses in the school. They aren’t allowed to have more than 16 in a class, and there is a minimum number of students a class needs to have and the theater classes don’t meet them. It’s not that she needs a TA; she would like to be able to offer it to students because they could use the experience. It’s a nontraditional learning experience that isn’t necessarily represented in the document and she wanted that to be looked at. Cara Thompson said that in labs, having another student there to be hands-on is the difference between whether or not students learn what they’re supposed to. Kirsten said that the academic TA definition they provided in their report is ultimately the product of the learning agreement between an instructor and a student, and that agreement can and will look different for every instructor-student pair out there.

Lori said that if a student is benefitting from the leadership of a TA, it shouldn’t matter how many people are in the class.

Pat Murphy said he is concerned that students will believe they are entitled to a job after the position. He said maybe it should be clarified in the document. He also said he felt pressure because he doesn’t use TAs because he feels that students should be students while undergraduates in order to avoid them fantasizing about being a teacher and failing to focus on their studies. He wanted to know how people who don’t use TAs are protected by this policy. A few people said to just say no. James Early said that if you feel the experience is not academically suited for the student, you are not obligated to offer a TA experience. Joan Carroll mentioned that she has never felt pressure to use or not to use a TA. A representative of the task force stated that this is the beginning of a dialogue and there is still more that needs to be discussed.

Someone suggested that this wasn’t a way to shut down certain departments. Rather it is a general philosophy and not specific policies. Someone suggested that not letting students grade takes a little bit of responsibility away from them, and possibly some motivation because they don’t have a real say. Sue said that the Task Force report is a document to guide us and then departments have a say in what’s implemented.

Kirsten made two general comments: the first is that when you talk to students about this, a lot of students feel uncomfortable with the particular responsibility of grading. They won’t tell the person asking them; rather they will tell it in their GST reflection paper, their friends, their advisors, etc. The second comment was that TAs might not make the most unbiased comments during feedback for presentations and such and that is usually unforeseeable.

Pat Murphy asked if we are giving the TA a second grade and an opportunity to retake a course. Someone else mentioned that sometimes TAs are necessary during finals week as proctors because professors cannot be in multiple rooms at one time.

Executive board will discuss this at their meeting and try to come up with a proposal to be voted on by the assembly.

1. **New Business** No new business.

***Meeting adjourned at 5:00 pm.***