

SUMMARY OF THE WORK OF THE UNIVERSITY SENATE

2015-16

In accordance with the **Bylaws of the Senate of Syracuse University**, Article IV, Section 6, that the Agenda Committee report to the Senate a summary of its work during the preceding academic year, this report is submitted to the Senate.

During academic year 2015-16, the University Senate met on these dates:

9 September 2015
7 October 2015
4 November 2015
2 December 2015
20 January 2016
17 February 2016
23 March 2016
30 March 2016
13 April 2016
27 April 2016

On the following pages is a summary of the action taken by the Senate and a brief abstract of the work of its committees. Full committee reports are on file in the Senate Recorder's office.

I. ANNUAL MATTERS

The University Senate recommended to the Board of Trustees of Syracuse University the conferring of appropriate degrees on May 15th and 22nd, 2016 upon those candidates who qualified for such degrees by Friday, May 13th, 2016 or May 20th, at 12:00 noon, and upon those students who would complete requirements for degrees at the end of the various summer terms and at the end of the fall semester of the 2016-17 academic year.

The University Senate recommended to the Board of Trustees that the following candidates for Honorary Degrees be honored at commencement or any other appropriate University event:

Bishop Borys A. Gudziak, teacher scholar, religious activist, revolutionary champion of the oppressed, rebuilders of the Church in Ukraine, SU alumnus

Vernon Jordan, attorney, author, civil rights activist, presidential advisor, recipient of the Joel E. Springarn Medal, the NAACP's highest honor for distinguished achievement by black Americans

Floyd Little, athlete, business owner, mentor, SU alumnus

The University Senate recommended to the Board of Trustees that the following retiring faculty members and librarians be honored with the title Emeritus, to be added to the rank at which they retired:

Kristi Andersen	Professor of political science
Karen Bakke	Associate Professor of design
Benita Blachman	Trustee Professor of education
Philip Borer	Professor of chemistry
Stuart Bretschneider	Professor of public administration and international affairs
James Dabrowiak	Professor of chemistry
Helen Doerr	Professor of mathematics
Jerry Kelly	Distinguished Professor of economics
Edward Lipson	Professor of physics
Carla Lloyd	Professor of advertising and mass communication
Arthur McDonald	Professor of architecture
Pamela Schoemaker	Jon Ben Snow Professor of communications
Clint Tankersley	Associate Professor of marketing and entrepreneurship
Stuart Thorson	Professor of political science
Martha J. Hanson	Librarian
Linda Galloway	Librarian

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The Senate recommended that the following retiring administrators be honored with the title Emeritus, to be added to the rank at which they retired:

Bruce Abbey	Dean, School of Architecture
Ann Clarke	Dean, College of Visual and Performing Arts

II. MOTIONS

Committee on Academic Affairs

The Senate recommended to the changing of the name of the Writing Program to the *Department of Writing Studies, Rhetoric, and Composition*. The name change was requested and approved by the college, and approved by the Provost. The name change was contingent upon concurrence by the Chancellor and the Board of Trustees. (Senate approved: 12/2/15)

The Senate recommended the bifurcation of the School of Art and Design, by dissolving the existing School of Art and Design and that a **separate School of Art** and a **separate School of Design** be established. (Senate approved: 12/2/15)

The Senate proposed that the existing Department of Art and Department of Foundation be merged to form the **Faculty of the School of Art**. (Senate approved: 12/2/15)

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The Senate approved a motion to change the name of the Department of Child and Family Studies in the Falk College to *Department of Human Development and Family Science*. (Senate approved: 3/30/16)

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The Senate approved a motion recommending that the *Faculty Manual* be amended to revise the description of Professor of Practice, and also to incorporate new full-time (defined as 1.0 FTE) positions of Teaching Professor, Associate Teaching Professor, and Assistant Teaching Professor revisions to acknowledge and define contributions of non-tenure-track faculty to the University, as well as provide appropriate guidelines so that these faculty colleagues could prosper at the University. To address the deficiency in the Faculty Manual, support the strategic planning process currently underway, and provide mechanisms for transition, the Committee moved that the following actions be taken by the University and its Schools and Colleges:

1. Define, acknowledge, and balance the composition of the SU faculty to meet the needs of a student-focused research university and the aspirations contained in the SU Academic Strategic Plan.
 - a. Appointment of non-tenure-track faculty serve specific pedagogic needs and must be consistent with an encompassing academic strategic plan. The dean and faculty of each School and College will consider the appropriate role of non-tenure-track faculty in this context, including adoption of appropriate parameters for the share of non-tenure-track positions in the overall faculty;
 - b. The University will maintain records concerning the recruitment, hiring, and terms of employment for all faculty members and the Provost will report a complete and accurate Faculty Census to the University Senate by October 15 of each academic year. The Census will include a list of newly appointed full-time non-tenure-track faculty and indicate whether or not an open posting of the position was made or if a waiver had been obtained. The Academic Affairs committee of the University Senate is charged with receiving and assessing the conformity of faculty positions with the *Faculty Manual*, as amended, and with reporting its findings to the Senate in a timely manner. (**more**)

2. Whereas the organization of the faculty directly influences the academic mission of the University, and whereas the faculty share responsibility for that organization, and in light of the growing disparity between the policies contained in the *Faculty Manual* and actual practice, the University will revise the *Syracuse University Faculty Manual* to reaffirm and further define the position of Professor of Practice and incorporate full-time (defined as 1.0 FTE), non-tenure-track positions of Teaching Professor, Associate Teaching Professor, and Assistant Teaching Professor.

a. Faculty positions must be labeled consistently across the University in ways that distinguish faculty members with research expectations from faculty members hired primarily for teaching and service, and both from faculty members hired for non-academic professional experience (Professor of Practice). To accomplish this, the motion includes language for revising the *Faculty Manual*.

b. In the case of new appointments, hiring and promotion policies, including expectations for training, experience, degrees, and performance, must conform to the amended *Faculty Manual's* definitions and descriptions of various faculty titles and duties. Deans of the colleges and schools will ensure that explicit processes for hiring and evaluating non-tenure-track faculty are promulgated, with the concurrence of their faculties. These policies and procedures will be submitted to the Cme. on Appointment and Promotions of the Senate for consultation and review. These policies will be submitted for approval by the Syracuse University Senate.

c. Searches to hire one kind of professor (e.g., tenure-track professor with research and teaching responsibilities) cannot be changed to another kind of professor (e.g., a Professor of Practice or a Teaching Professor) without starting the search anew. All searches must adhere to University rules ensuring equal employment opportunity, including the open posting of the position or issuance of an administrative waiver.

3. Align current faculty positions to the amended *Faculty Manual* upon contract renewal, using the following transition rules:

a. The amended *Faculty Manual* descriptions shall govern all future appointments to these positions.

b. Colleges, schools, and departments will consider on a case-by-case basis, and in consultation with the affected individuals, whether to convert existing Professor of Practice appointments to Teaching Professor appointments. Current appointments of Assistant or Associate Professors of Practice must be converted either to Professor of Practice or to an appropriately ranked Teaching Professor, in accordance with the relevant position definition and through consultation with the faculty of the relevant school or college. (Approved: 3/30/16; full title and description of Professor of Practice, Teaching Professor, Associate Teaching Professor, Assistant Teaching Professor the committee report.)

Resolution from Prof. Van Gulick re Tenured and Non-tenure-track Faculty

Acknowledging all the many and diverse contributions made by non-tenure-track faculty to the academic mission of Syracuse University, and

acknowledging the need for flexibility in meeting the needs of the University in a changing higher education context,

the University Senate reaffirms the essential centrality of full-time tenured and tenure-track faculty who play the full range of academic roles in research, teaching, and service in an integrated way, supporting the mission of Syracuse University as an R1 research university committed to excellence in scholarship and teaching, and

the University expresses its sense that the success of the University as a center of integrated research and teaching requires that tenured and tenure-track faculty should constitute the overwhelming majority of the full-time faculty.

The University Senate calls upon the University Administration and the University Trustees to affirm that though there is an important role for non-tenure-track faculty in particular situations, the success of the University as a center of integrated research and teaching requires that tenured and tenure-track faculty should constitute the overwhelming majority of the full-time faculty. (approved by Senate, and to be considered complementary to the above motion re: Non-tenure-track Full-time Faculty Positions: 3/30/16)

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Motion of the Academic Affairs Committee

that the Senate endorses the recommendations of the Free Speech Working Group, along with some suggestions for improvements, listed in the report of the Committee on Academic Affairs subcommittee (Approved: 3/30/16; full report in Appendix f.)

Committee on Appointment and Promotions

The Senate approved a motion recommending revised language describing the title of Emeritus Faculty and Academic Administrators in the Faculty Manual (Sect. 2.29) as follows:

2.29 Emeritus **and Emerita** Status [new language appears in **bold**]

Faculty

The title Emeritus/Emerita is an honor that may be conferred upon faculty upon retirement **from the University**. Recommendations and supporting evidence of distinction and service to the University proceed through a process **that commences** with a faculty nomination; **followed by a recommendation from the tenure and promotion committee of the candidate's college or school**; endorsement by the dean; endorsement of the Senate Committee on Appointment and Promotions; endorsement of the Vice Chancellor and Provost, and finally approval by the Senate and the Board of Trustees. [The sequence of endorsement is changed, but the parties to the process remain the same except for the addition of the P and T committee of the nominee's home college/school.]

(more)

This title may accompany any rank. Emeritus **and** Emerita faculty members are continuing members of the University community and have a distinguished record of outstanding contribution to the University over a substantial number of years. Privileges exercised by emeritus **and** emerita faculty include: listings in University publications; using University libraries; participating in academic processions; receiving notices of all University events; receiving a University staff identification card and discount privileges at the University Bookstores; and participating in academic, professional, and social activities of the faculty and staff.

The title Emeritus or Emerita may be conferred posthumously, upon faculty recommendation, in those cases in which death precedes the possibility of retirement or within one academic year after retirement. [This paragraph has been moved up from the end of the existing document.]

Academic Administrators

In special cases, the title Emeritus or Emerita may be conferred upon a person retiring from an academic administration position at Syracuse University. The designation may be added to the titles of Chancellor, Vice Chancellor and Provost, and academic dean at the end of academic administrative service or at the time of retirement from the University.

Emeritus or Emerita designation for academic administrators is not routine upon resignation or retirement. It is a distinction reserved for those who have made special contributions over a period of at least 5 years. In the case of academic deans, recommendation should include evidence of a distinguished record of contributions to the University while serving in the role of dean. Recommendation and supporting evidence of a dean's record of distinguished contributions commences with a nomination from a member or members of the faculty of the respective school or college followed by a recommendation from the tenure and promotion committee of the candidate's college or school. Recommendations then proceed to the Senate Committee on Appointment and Promotions for endorsement of the Vice Chancellor and Provost, the Chancellor [chancellor included in the sequence for dean emeritus/emmerita because a dean's endorsement is excluded.], and finally approval by the Senate and the Board of Trustees. (Senate approved: 1/20/16)

Committee on Instruction Resolution

Whereas, the development and implementation of the Syracuse University Academic Strategic Plan is an ongoing and evolving process, and

whereas, many aspects of the Academic Strategic Plan concern matters that fall within the oversight areas of the University Senate and its standing committees, and in some cases fall within the authority of the University Senate and its committees, such as matters of curriculum and the requirements of academic programs, and

whereas, the University Senate is the only elected body that officially represents all the diverse segments of the University community: faculty; students; staff; administration (notwithstanding the existence of other diverse but non-elected groups),

therefore, the University Senate formally expresses its sense:

-that the University Senate and the relevant committees of the Senate should have an explicit and official role in the future development and implementation of the Academic Strategic Plan, and

(more)

-that the role should include an opportunity for the University Senate to consider, discuss, and possibly make official recommendations on any future official statements or drafts of the plan before they are put before the University Trustees for action.

The Syracuse University Senate calls upon the University Administration to meet with the Senate Agenda Committee soon to determine the specific means by which the University Senate and its committees shall be officially incorporated into the Academic Strategic Plan process. (Senate approved: 2/17/16)

Committee on Women's Concerns

(with support from Cme. on Services to the Faculty and Staff, Cme. on LGBT Concerns)

The University Senate approved a resolution to recommend the establishment of an Ombuds Office at Syracuse University, as follows:

Whereas, Ombuds programs provide neutral, independent, informal and confidential assistance in conflict resolution, problem-solving, upward feedback, and trend-tracking to universities, private industry, and government, and Ombuds programs act as informal and independent mechanisms to facilitate confidential inquiry and provide additional expert advice on working to achieve fair solutions to a wide range of issues and concerns, and

whereas, Ombuds programs have operated at U.S. institutions of higher learning since the 1960s and, recognizing the benefits to their campus communities, over 300 universities across the country have established Ombuds programs, including 67% of ACC Schools, and

whereas, recent events at Syracuse University, including high turnover in leadership roles, the implementation of a Voluntary Separation Incentive Program, as well as much discussion on the future trajectory of the University in strategic planning and operations, have all resulted in widespread feelings of uncertainty and stress, and

whereas, the 2013 "Diagnostic Employee Survey" by Bain & Co. report highlighted the need for enhanced feedback mechanisms and increased transparency, communication and collaboration, while a report from the Fast Forward Working Group 6 recommended improving morale and campus climate by developing an ombudsperson position, and

whereas, an Ombuds program gathers data on trends to help identify possible systemic issues requiring attention for university leaders, and

whereas, the Committee on Women's Concerns, composed of staff, faculty, and students, has after extensive research developed a "Proposal to Establish an Ombuds Office at Syracuse University" detailing the need for and benefits of such an office,

therefore be it resolved, that the Syracuse University Senate endorses the "Proposal to Establish an Ombuds Office at Syracuse University" and recommends to the Chancellor that such an Ombuds Office be established, answering directly to the Chancellor, serving Syracuse University students, staff, faculty, and administrators, and annually reporting to the University Senate. (Senate approved: 3/23/16)

Committee on Budget and Fiscal Affairs

The Senate moved the endorsement of the following recommendations of the Budget committee:

1. that in the short term, subvention funding and proceeds from unrestricted endowment distributions be earmarked to fund the Academic Strategic Plan (ASP) implementation costs until targeted funds from a capital campaign become available;
2. that schools and colleges use allocations from the earmarked funds to implement the ASP;
3. that the practice of paying very high salaries and benefits to retired deans and senior administrators who return to the faculty ranks should be reconsidered;
4. that RCM presentations and information sharing in schools and colleges be continued and the presentation materials be made available on SharePoint to faculty and staff;
5. that a budget increase for S.U. Libraries in each of three years be considered to reduce the budget deficit and enhance services;
6. that compiled compensation data for S.U. faculty be archived and updated annually by posting the information on a secure S.U. SharePoint site. (Senate approved: 4/27/16)

Committee on Research

The Senate moved to endorse the following recommendations from the Committee on Research:

1. that there needs to be a greater effort at all levels of University leadership to align the timelines of committees working on similar issues, since without this aligning, different committees—whether Senate, FastForward, or others—cannot engage in any kind of synergistic collaboration, which limits the scope and impact of campus initiatives;
2. that, since one of the constituent groups above (Senate committees) is also populated by people elected by their peers, not involving the Senate committees in important cross-campus work limits faculty governance;
3. that there needs to be less overlap in the missions and charges of University-wide committees like those associated with FastForward and the Senate, as significant parts of the implementation process of the ASP overlap with standing Senate committees, with the end result of wasted effort for faculty, student, and staff members;
4. that we need a greater culture of collaboration on University-wide tasks, such as the ASP, that it is not sufficient to leave this push for collaboration in the hands of committee chairs, who themselves face difficult timelines and their own departmental work. (Senate approved: 4/27/16)

III. CURRICULUM MATTERS

In addition to the 187 new courses and numerous changes in existing courses, the Senate approved the following programs, minors, and program revisions during 2015-16:

College of Arts and Sciences

Revisions in: B.A./ B.S., Applied Mathematics; B.A., Citizenship and Civic Engagement; B.A., History; B.A., Earth Science; B.A./B.S., Neuroscience; B.A., Writing and Rhetoric; B.S., Chemistry; M.S., Speech Language Pathology; Ph.D., Earth Science; History minor; Medieval and Renaissance Studies minor

Maxwell School

Revisions in: Master of Public Administration; M.A., Political Science;

Arts and Sciences/Management

Revisions in: B.S., Science and Business

School of Education

C.A.S., Designing Digital Instruction

College of Engineering and Computer Science

Revisions in: B.S., Aerospace Engineering; B.S., Environmental Engineering; M.S., Engineering Management; B.S., Mechanical Engineering; M.S., Mechanical and Aerospace Engineering; M.S., Cybersecurity

College of Sport and Human Dynamics

New Program: M.S., Public Health; C.A.S., Child Therapy; Food Studies; B.S., Sport Analytics

New Minors: Sport Analytics; Sport Event Management; Sport Revenue Management and Operations

Revisions in: B.S., Public Health; M.A., Marriage and Family Therapy; B.S., M.A., M.S., and Ph.D., Child and Family Studies; B.S., Food Studies; B.S., Public Health; B.S., Sport Management; M.S., Global Health

School of Management

New Program: M.S., Business Analytics; M.B.A., Business Analytics Concentration

School of Public Communications

Revisions in: B.S., Magazine; M.A., Arts Journalism

College of Visual and Performing Arts

Revisions in: B.F.A., Art Photography; M.A., Museum Studies; B.F.A., Musical Theater; B.F.A., Theater Design and Technology

University College

New Minors: Creative Leadership; Knowledge Management

Revisions in: B.P.S., Creative Leadership; B.P.S., Knowledge Management; C.A.S., Creative Leadership

IV. COMMITTEE ACTIVITY

The **Committee on Academic Affairs** reported that the following students had been selected as Syracuse University Scholars for 2016:

Alice Blank (Arts and Sciences)
Lisa Chan (Architecture)
Cora Cool-Mihalyi (Education)
Adrian Hatch (Information Studies)
Kaitlyn Hobson (Arts and Sciences/Public Communications)
Terry Jones (Visual and Performing Arts)
Eun-Jin Kim (Arts and Sciences)
Mailyn Nishiguchi (Arts and Sciences)
Veronica Ortiz-Calderon (Public Communications)
Robert Swanda (Sport and Human Dynamics)
Samantha Usman (Arts and Sciences)
Joshua Woods (Engineering and Computer Science)

The committee also reported on its discussions of: the bifurcation of the School of Art and Design; the merging of the Dept. of Foundation with the Dept. of Art to form the Faculty of the School of Art; the name change of the Writing Program to Writing Studies, Rhetoric, and Composition; a recommendation re: revised wording of description of Non-tenure-track Full-time Faculty positions; and a report on their response to the recommendations from the Chancellor's Working Group on Free Speech.

The **Committee on Instruction** reported on their discussions of the Academic Strategic Plan (ASP) and the report on NCAA infractions in the Dept. of Athletics. They also reported on their responses to a proposed revision of the Academic Integrity Policy which is underway in the Academic Integrity Office (AIO).

The **Committee on Budget and Fiscal Affairs** reported briefly on budget aspects of the NCAA infractions decision in Athletics, budget processes transparency and best practices (RCM), and budget aspects of the Academic Strategic Plan implementation. It also reported on its discussions about RCM budget information sharing, the 2016 budget carryover balance and planned use of carryover funds. The committee reported that the Academic Strategic Plan implementation could have been funded by savings in Operational Excellence initiatives if the actual savings to date from those initiatives had not been lower than expected. (See also Motions, p. 8)

The **Committee on Services to the Faculty and Staff** reported on areas they had explored during 2015-16, including: need for adequate childcare for faculty, staff, and graduate students; the uneven implementation of the maternity/parental leave policy; issues and concerns of staff and faculty who were primary caregivers (i.e., of partners and elderly parents), including the need to broaden SU's definition of "family"; concern about work/life balance; the Voluntary Separation Incentive Program for staff; discontinuance of the Faculty and Staff Assistance Program; the idea of an ombudsman at S.U.; and the need to establish a channel of communication with Human Resources, perhaps as ex officio member of the committee.

The **Committee on Research** reported on its discussions on the Academic Strategic Plan (ASP) implementation, which were a continuation of their focus on opportunities and challenges associated with undergraduate research at S.U. Their report expressed concern over duplication of effort between the ASP implementation groups and their own committee work, and frustration over not having been able to align their timelines with any of the working groups they had been charged to review. The committee's recommendations included: an effort at all levels to align timelines of committees working on similar issues; not limiting faculty governance by involving Senate committees in cross-campus work; less overlap in missions and charges of university-wide committees (e.g., FastForward or the Senate); and a greater culture of collaboration on university-wide tasks, such as the ASP.

The **Committee on Student Life** reported on its work during 2015-16, especially on issues such as safety and security in off-campus housing, and a desire to continue working with DPS and GSO to develop safety materials to be sent to all undergraduates at the beginning of the academic year.

The **Committee on LGBT Concerns** reported on their activity during 2014-15, working with the Assistant Provost for Student-Athlete Academic Development on a climate survey, the Athletics Department on the "You Can Play Project", and recommending diversity training for all coaches and Athletics staff and administrators. They also reported on the Campus Pride Index as well as their work in collaboration with the LGBT Resource Center.

The **Committee on Administrative Operations** reported on committee discussions of future parking scenarios on campus and the impact of employees driving to campus vs. taking public transportation, biking, or walking.

The **Committee on Women's Concerns** reported on their 2.5 year-long focus on establishing an Office of Ombudsperson on campus.

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