

**FACULTY SENATE
COMMITTEE ANNUAL REPORTS**

2019-2020

Standing Committees

Budget Review (missing)
Bylaws Review
Convocations
Diversity
EOP Advisory
Educational Policy and Priorities
Intercollegiate Athletics
Library
Professional Standards
University Undergraduate Curriculum

Joint Committees

Academic Computing and Educational Technology
Committee for the University Environment
University Calendar (missing)

Other

Committee on Committees
Evaluation Coordinating Committee
Faculty Athletics Representative
Intercollegiate Athletics Board

Faculty Senate Bylaws Review Committee
Annual Report 2019-2020

This report is intended for review by the Faculty Senate of Binghamton University; it reports on activities of the Bylaws Review Committee during academic year 2019/20.

During AY 2019/20, the Bylaws Review Committee addressed but one matter put before it. In fall of 2019, the Committee was charged by the Faculty Senate Executive Committee to review the “Guidance for a Clinical Faculty Member to Become a Tenure-Track Assistant Professor” document proposed as Appendix F of the School of Pharmacy and Pharmaceutical Sciences Bylaws.

Meeting on 14 November, 2019, the Bylaws Committee agreed to recommendations vis-à-vis the proposed Appendix F, recommendations contained in a written report dated that same day and submitted to the FSEC for its consideration.

Respectfully submitted,

Andrew Scholtz, Committee Chair

Committee members

Jennifer Embree, Cassandra L Bransford, Vicki Griffin, Fernando Guzman, Pamela Mischen, Sara A Reiter, Andrew Scholtz, Olga Shvetsova, Pamela Smart

Faculty Senate Convocations Committee

Annual Report 2019-2020

The committee used its charge as the major guide for funding decisions: bringing programs to campus that “enhance and support the intellectual, cultural, and artistic aspects of the academic curriculum” and to focus our efforts toward as diverse a university community as possible. The committee traditionally has not funded events that did not fit the criteria above or requests for food, receptions, or parties. Publicity, speakers’ fees, or transportation are items that were specifically funded. In addition, events that cater to a variety of groups on campus in general, and undergraduate students in particular, were looked upon favorably by the committee.

The convocations committee normally comprises 4 faculty members, 2 administrative members, 3 Student Association representatives, and a Graduate Student Organization representative. The committee met monthly to review and discuss applications. Final decisions are made through voting by the committee members. In a great majority of cases, decisions are unanimous.

The funding came from the President’s Office (\$5375) and the Student Association (\$5375) for a total of \$10,750. Our available funds for the year, including carryover from 2018-2019 and new allocations totaled \$14,596.

The Convocations Committee supported 14 events in total. Allocations ranged from a minimum of \$200 to \$1500. The committee denied 4 applications because the committee unanimously felt that these particular activities did not meet the committee’s criteria for funding. The total amount awarded for this academic year is \$8,169 with a remaining balance of \$6,427 forward into the 2020-2021 academic year.

The COVID-19 situation affected a total of 7 event applicants. Three of these applicants applied for funding many months in advance of the pandemic and were awarded funds. Two did still occur by moving to a virtual format; the other was cancelled. The other four events were later spring applicants that did not get their application reviewed by the committee. The chairs followed up with these applicants to encourage applicants to reapply if the event will be rescheduled to a later semester or moved to a virtual format.

A detailed documentation of funding allocation is presented on the following page:

Funds Granted	
Event	Amount
Juvenile Urban Multicultural Program (JUMP) Annual Banquet	\$547.00
Caribbean Student Association Carnival	\$500.00
Human Rights Institute Women, Peace and Security Conference (moved to virtual)	\$800.00
Chabad's 6th Annual Mega Challah Bake	\$200.00
BFirst First Generation Mentoring Network Kickoff Event	\$500.00
Latin American Student Union 50th Anniversary Banquet	\$1,500.00
PULSE WE3 9th Annual Leadership Conference: Family Business	\$200.00
American Mathematical Society Eastern Sectional Meeting	\$500.00
LACAS Undergraduate Research Conference Keynote (cancelled due to COVID-19)	\$500.00
African Student Organization's Fashion Show, Threads of the Motherland	\$822.00
Black Student Union Black History Keynote	\$1,000.00
"Kant and the Value of Humanity" The Fifth Biennial Conference of the North American Kant Society (moved to virtual)	\$300.00
Association of Latin Professionals for America (ALPFA) Self-Made Entrepreneur event	\$400.00
Chabad's Purim Carnival	\$400.00
Total	\$8,169.00

Respectfully submitted,
 Alechia Huber, Committee Co-Chair
 Jennifer Keegin, Committee Co-Chair

Committee members

Brian Rose
 Donald Loewen
 Rosa Darling
 Elizabeth DiGangi
 Alec Somerstein
 Emma Ross
 Christopher Wright
 John Santare

Please submit report via email to Laura O'Neil at laura@binghamton.edu.

Faculty Senate Diversity Committee
Annual Report 2019-2020

The co-chair of the Diversity Committee Prof. Lubna Chaudhry sadly passed away on August 12, 2020 before completion of the committee report. We pay tribute to her lasting legacy of work on behalf of the University. Read more about her work and life at <https://www.bupipedream.com/news/117477/chaudrey/>.

The Faculty Senate Executive Committee acknowledges the hard work of Prof. Chaudhry, co-chair Prof. Fernando Guzman (retired), and the other committee members during the 2019-2020 academic year.

Committee members

Lubna Chaudhry, co-chair
Fernando Guzman, co-chair
Lisa Tessman
Ana Ros
Kathleen Sterling
Angela Riley
Serdar Atav
Khaled Mahmoud
Kandyce Baker

Faculty Senate EOP Advisory Committee
Annual Report 2019-2020

Each year the Equal Opportunity Program (EOP) Advisory Committee focuses their energies on identifying areas of the program needing support. This year, the Committee focused on EOP Advocacy Day, increasing buy-in for EOP student recognition efforts, identifying areas for strengthening connections between current students and program alumni, and developing plans for outreach to academic departments. Creating these connections is intended to raise awareness of the existence of EOP, and EOP's mission across campus. The Sciences continue to be a place where support needs development. The Committee continues to seek relationships both on and off campus that can support, mentor and advocate for these students.

The pandemic has raised new challenges for EOP students and the committee has shifted focus to support online learning, triaging gaps in technology, improving access to campus resources and long-range planning regarding the impact that the virus will have on incoming Freshman for the next several years, if not longer.

Respectfully submitted,

Denise Yull & Nancy Abashian, Committee Co-Chairs

Committee members

Nicole Rouhana

Joshua M Price

Zachary R Desjardins

Gisselle D Guzman

Kwesi O Ampofo

Krista Medionte-Phillips

Celia M Klin

Karima Legette

Nicole A Sirju-Johnson

Justin T Brymn

Sara A Wozniak

Ayah M Osman

Kathryn J Hastings

EOP Annual Report 2019-2020

Submitted by Karima Legette

While the world changes around us, Binghamton University's Educational Opportunity Program remains committed to the creation of a community of scholars bound by a supportive network that serves to nurture and empower students to thrive in college.

The 2019 year ended with the official naming of Karima Legette as EOP Director. Karima is a dynamic higher education administrator with a passion for excellence and over 19 years of experience in the field. EOP also secured the hiring of EOP alumna, Maxine Wright as EOP Counselor, and Melody Evans as EOP Office Assistant.

In that time EOP also experience two EOP Counselors that resigned, one heading to the Department of Education and the other to the SEEK program at the CUNY system. Both needed to be closer to their families in the NYC area. As a result, EOP has two open EOP Counselor positions that are not approved to move forward at this time.

EOP's next steps require us to make informed decisions regarding the spread of two viruses ravaging our country, the one caused by COVID-19 and the other by systemic racism. Both disproportionately impact citizens of color and those from disadvantaged backgrounds, the very communities that EOP serves. TO safely move forward EOP needs to prepare a plan that discourages the spread of both.

This year EOP served:

602

Unduplicated Students

19

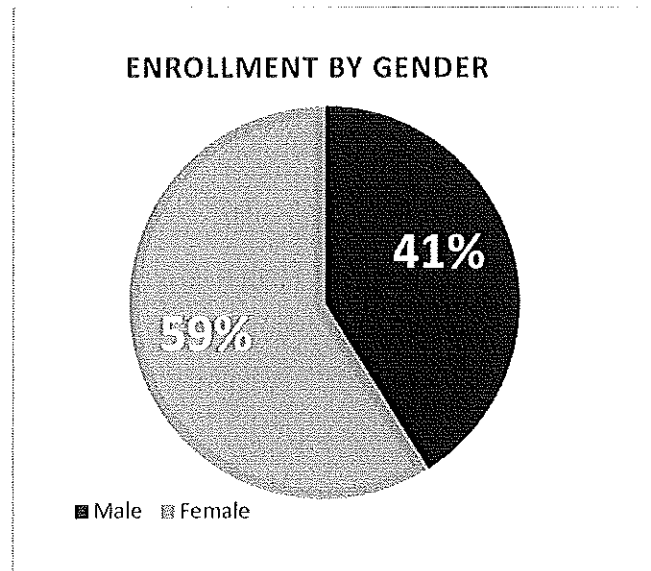
**Foster Youth
EOP Students**

6 Year Graduation Rate

80.7%

First Year Retention Rate

89.1%

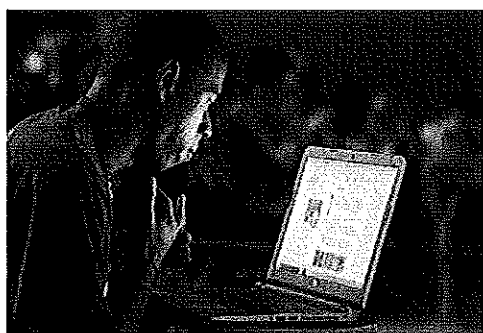


Modest Financial Aid

Binghamton University Strategic Priorities: Inclusive Community (3) & Strategic Investment (5)

EOP Direct Aid allocations were restructured for the 2019-2020 academic year. Due to the guidance offered by the SUNY OOP. As a result of declining trends in college student enrollment, Binghamton received official allocation to fund 578 students this year. While very close to the actual number of students served, EOP supported 602 individual students this year. Additional support was granted by SUNY OOP to support our actual enrollment, as other SUNY programs were significantly under enrolled.

To address the gap in aid that new students have been facing at our institution, EOP was successful in receiving additional campus support from the Vice President of Academic Affairs and Provost. At the end of the fall 2019 semester, Provost Neiman agreed to support each new student freshmen and new transfer with an additional \$700.00 bringing their package to \$3,500 from \$2,800 for the next two years.



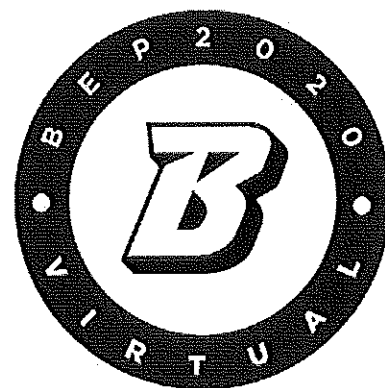
During the COVID-19 Spring 2020 semester, students were absolutely flabbergasted and as a response EOP was able to request emergency aid to students. Some had emergency needs that they made known to EOP, other were in the process of paying their spring semester bills and were already on payment plans. As families were no longer able to work, they were also unable to pay these bills. EOP was able to reach the SUNY System and imploring that we were not jeopardizing these students and allowing them to steer clear of financial holds at the institution,

freeing them to choose to pre-register for their return to school the following semester. Still, as a result, many EOP students have worked with their EOP Counselors to complete transfer applications to CUNY institutions for the 20-21 academic year. These students are able to transfer their EOP status with them and will also have the opportunity to return to Binghamton should they become interested in doing so at a later date.

Pre-Freshmen Summer Experience

Binghamton University Strategic Priorities: Creative Activities (1), Learning Community (3), & Global Impact (5)

As you know, EOP prepares for the summer as early as September. As an admissions program, the recruitment cycle was one that we were anxious to see due to the fears of enrollment concerns across the globe and especially, for New York State. This year, Karima was able to participate in a few live Binghamton Admissions events in New York City with Admissions Counselors as she worked with students to complete their applications at the top of the year, in January 2020.



To date, EOP has 156 students deposited to the university. There are 146 new freshmen prepared to attend our mandatory EOP Orientation (1st held on June 5th and 2nd to be held on June 13th). There are also 11 transfer students looking to join us in the Each EOP Counselor has been assigned 24 new first-year students, and 2 transfer students.

Binghamton's EOP will offer 4 weeks of our summer program online, with one week just prior to the beginning of the fall semester that will be held in-person, if allowed at that time. We understand that our incoming students will need to be prepared to cross boundaries, physically and digitally. EOP will teach our students how to move back and forth, with their network of support and guidance intact.

The 2020 summer program will offer a total of three credit bearing university courses. Each student will enroll in a 2-credit Math course, and either a 2-credit Writing or 2-credit Chemistry course. Writing will continue to offer a general education requirement set by the university. Students who successfully complete the EOP summer program courses will begin their freshman year at Binghamton University with 4 university credits. We are truly invoking so much creativity and innovation this summer. This BVirtual BEP 2020 will have no walls, social distancing requirements, travel time as confounding items to plan around.

EOP Academic and Personal Counseling

Binghamton Strategic Priorities: Creative Activities (1), Learning Community (2), & Inclusive Community (3)

Dynamic changes are necessary to ensure the safety of EOP staff, continuing and new students and their families. Innovation and creativity will enable us to fulfill our mission in the changing digital landscape of higher education. In other words, we are protecting the future of our EOP family. While the delivery of all EOP comprehensive services will change, our mission remains the same. This pandemic has taught us that we can and should be more flexible in our approach to the services and collaborations we provide.

Protecting our most vulnerable populations (medically susceptible, undocumented, students of color, uninsured or underinsured, non-traditional, older, DACA, and homeless students, faculty, and staff members) is a moral and ethical obligation.

EOP Counselors worked diligently this semester to remain connected with our students throughout the spring. It was definitely a challenge and working around the clock was not an option. EOP counselors were contacting students via email, Zoom, even reaching out to parents and via student social media accounts. Responding to Starfish Red Flags that were raised by faculty meant going the extra mile to reach students. Upon connecting with students, many EOP Counselors found that many of our students were directly impacted, contracting the Coronavirus themselves, or losing loved ones to the disease. The Coronavirus even reached the EOP families of professional staff members.

EOP is traditionally a gathering space for our students, faculty and staff of color because we offer an inviting, comfortable and safe space on our campus. This raises a large concern about the possible spread of the Coronavirus for a very vulnerable population of students and staff. With the disproportionate number of cases and lives lost to this disease, EOP refuses to take a risky of encouraging walk-in traffic.

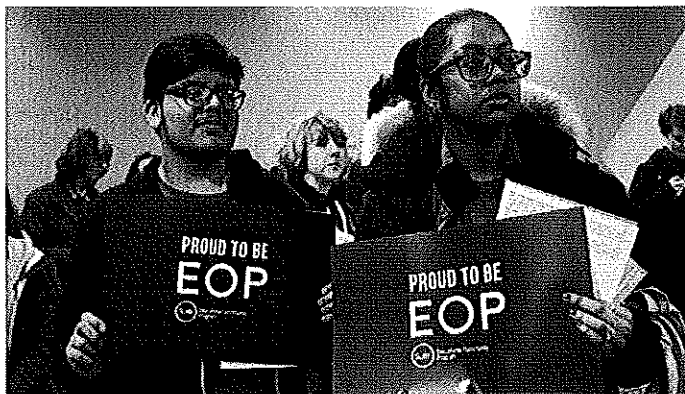
EOP services like academic advising, tutoring and coaching will remain remote for the fall semester. At this time, we are planning the logistics of responding to students who show up to our door. Due to the vulnerability of our team and students, students who arrive at the EOP office will ring the bell at the suite door for assistance. They will be directed to schedule an appointment with the counselor or advised to call the Counselor Office number to speak directly with them.



(Left) SUNY Chancellor Kristina Johnson pictured with Binghamton EOP student recipient of the inaugural Normal E. McConney Jr. Award, Joel Nunez. (Right) SUNY Associate Provost, Cheryl Hamilton and EOP Directors presenting SUNY Chairman H. Carl McCall with the Lifetime Leadership Award from the TriState Consortium of Opportunity Programs in Higher Education.



(Left) Karima pictured with UUP President, Fred Kowal at the SOMOS Albany 2020 Conference in February. (Right) Binghamton EOP arrives at the Higher Education Advocacy Day in Albany this February.



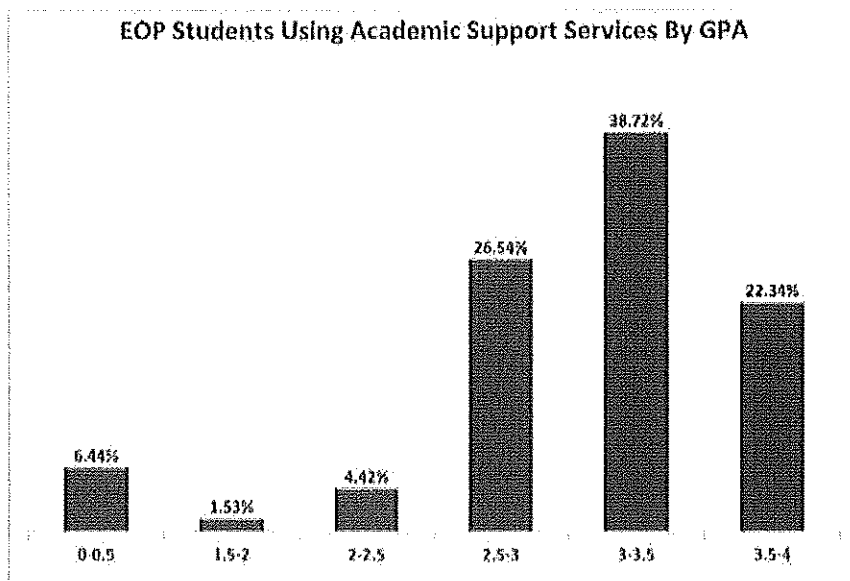
(Left) EOP Students hit the rally cry at the EOP Advocacy Day in Albany. (Right) EOP 2020 Senior Recognition Brunch and Award Ceremony, Quarantined Edition was held virtually in March, just after the university transferred online. Seniors received awards and gifts via USPS, just prior to the event.

EOP Academic Support Services: Tutoring and Academic Coaching

Binghamton Strategic Priorities: Creative Activities (1), Learning Community (2), & Inclusive Community (3)

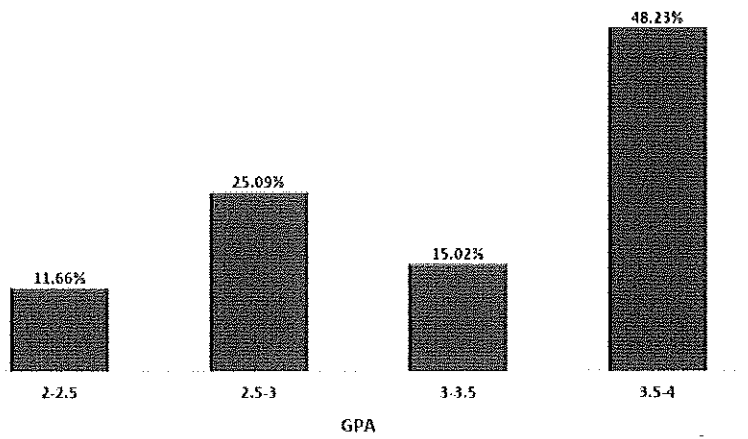
The EOP academic component saw various transformations over the 2019 -2020 academic year. This fall was the first semester where EOP unveiled its academic coaching program, making it mandatory for first-year and new transfer students. This year also saw the construction of a Research and Writing Lab that allowed the expanded walk-in tutoring hours dedicated to providing research and writing services across the disciplines. We also launched our EOP Lending Library. With an ever-growing number of book, Tutorial Center began allowing long-term book loans for students. Previously students could only use the books in the physical TC. EOP also installed card access to the Tutorial center for EOP and SSS student. These last two items truly proved to be thoughtful decisions and things about the way the EOP moves forward, card access and the semester book loan will be two items that support our addition of remote services.

The fall semester also saw more data-driven tutorial coordination. This not only related to finding more specific tutors for students, but also organizing and promoting review sessions and academic skills workshops. During the course of the fall 2019 semester: total of 1,070 tutoring appointments held for a total of 1,372.9 hours. It should be noted that the EOP students also use tutoring services offered at other locations that UTS provides, depending on the major, course or availability of the tutor. Over the course of the semester EOP students made 213 appointments with UTS for a total of 270 hours.

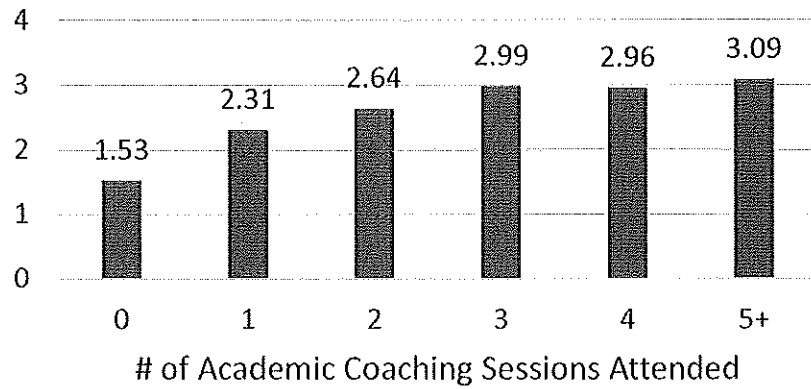


Note: Those with a GPA between a 0 and a 0.5% are transfer students, as they do not have a Binghamton University GPA as of now.

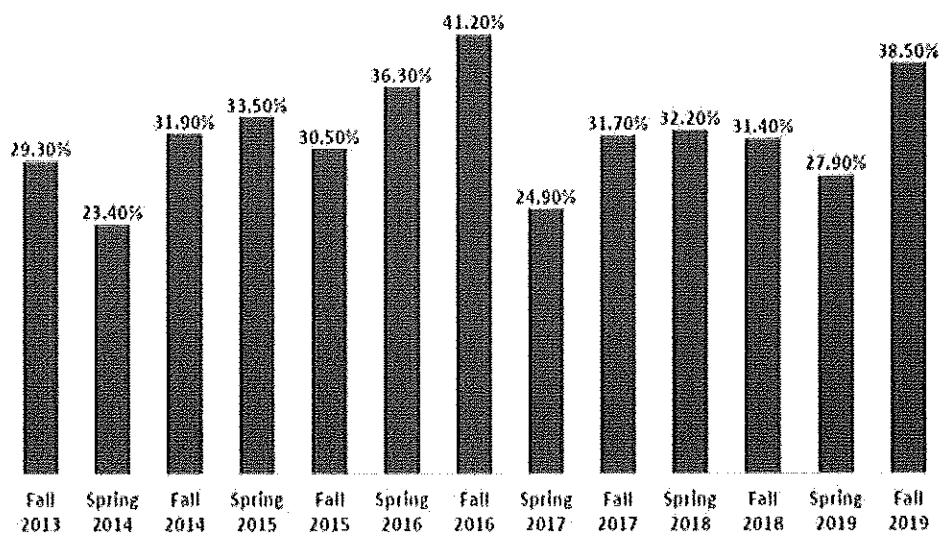
Academic Coach Breakdown By GPA



Average GPA By # of Academic Coaching Sessions Attended – Fall 2019



Historical Comparison of Percentage of EOP Students Using EOP Academic Resources



During the course of the spring 2020 semester: there was a total of 635 appointments for a total of 734.9 hours. There was also 185 appointments with UTS for a total of 205.25 hours. As expected due to the severe shift in the spring semester EOP Tutorial Services fell, as I am sure was noted in other areas on campus. Many students were focused main on basic needs and survival.

Below are some of the initial ideas that EOP put forth earlier in May. We have since reestablished plans which have not been approved yet.

----- **Early Plans for EOP Return to Office** -----

Educational Opportunity Program (EOP) Operations Plan Summer, Fall and Beyond 2020

Infection control has always been a top priority in EOP due to the high-touch and high-volume of students in our office. EOP is well-known for the open door nature of our office. When we return back to the office, we understand the extreme need to shift this culture due to the vulnerability of the populations that we serve.

First and foremost, EOP will ensure that our team is safe, secure and comfortable. At times, it may seem that the EOP plans to return goes above and beyond, but due to the diverse range of compromised immunity presented by staff members, child care/family care concerns, some who have been directly impacted by the Coronavirus, it is extremely necessary.

EOP will continue to work remotely. All EOP Staff will continue to meet on Monday, Wednesday and Friday as a team via Zoom. Smaller planning components and committees meet throughout the week as we set in place our first online EOP summer program to welcome and encourage incoming EOP first-year students to join us at Binghamton this fall. We will continue to communicate with our student audience via email, phone, social media and website updates.

A couple key things will need to be explored so that a new process can be designed:

1. The second floor restrooms present an extreme health concern. There are 5 stalls in the Women's Room and 1 stall in the Men's Room – this stall includes the ONLY urinal in the Men's Room. The second floor restrooms are used by EOP and SSS staff as well as Sodexo staff from the Catering Office and the Market Place. There are no paper towels in the restrooms, instead an auto blow dryer replaced the paper towels last year. This creates its own health concern as droplets and particles are blown around the entrance/exit area of the restrooms. Cleaning supplies and disposable paper towels need to be purchased for the restroom.
2. Needless to say, air filtration is a large concern for staff who are already experiencing respiratory challenges. Even with office doors closed, the lack of windows and unknown recycling of air has been a concern that is heightened with the Coronavirus spreading.
3. Cleaning after each use of shared spaces in the suite will be necessary. Shared area doors will be locked to discourage grouping and meeting of students and or staff.

JUNE 2020

- In an effort to reduce the interaction and density of the EOP Office, EOP staff will continue to work remotely throughout the summer.
- The EOP Office Assistant, Melody Evans has relocated her office from the shared reception area. When working in person, she has moved into one of the open EOP Counselor offices inside the EOP Suite. EOP will need to be sure that her area is protected using Plexiglas or something similar.
- All EOP support services will remain remote. Tutoring and Counseling will be available to students enrolled in summer session at Binghamton via phone, Zoom and email.
- BVirtual EOP Orientation Sessions webinars and Zoom Mixers will be held in June, virtually.
- All EOP Counselors will begin meeting with new first-year EOP students in June. All advising and counseling will be offered online during the BVirtual BEP 2020 summer program.
- No more than two essential employees will be in the office at a time, wearing mask and gloves while on campus. (Jill Murphy and Melody Evans)

JULY 2020

- The EOP BVirtual summer program is offered online this July 6-July 31, 2020.
- All summer program staff will work remotely offering a mix of synchronous and asynchronous courses. Staff who do work or visit the EOP Office will do so with their office doors closed.
- There are 5 individual study rooms in the EOP/SSS Tutorial Center that will be available for use by summer math instructors, if necessary. Math Lead Instructor (Daniel McKinney) and Master Tutor (Raymond Fryc) will be the only individuals with Card Access to the EOP/SSS Tutorial Center.
- Two essential employees (possibly three) will be in the office 2-3 times per week. They will wear mask and gloves on campus. (Jill Murphy, Melody Evans, Karima Legette)
- Karima Legette will work with Steve Rebello to create protocol for the shared areas UU 256/257 and the EOP/SSS Tutorial Center.

AUGUST 2020

- Two essential employees (possibly three) will be in the office 2-3 times per week. They will wear mask and gloves on campus. (Jill Murphy, Melody Evans, Karima Legette)
- EOP will host a virtual Welcome Conference for First-year students as they prepare for the start of fall.
- EOP Staff will host all fall events virtually, including the EOP Town Hall Meeting, First-year Plug activities (reunion meeting, mandatory study hours), Long Night against Procrastination and EOP/SSS Academic Skills Workshops online.

FALL 2020 EOP Suite and Counselor Offices

- To introduce the new EOP culture, Card Access to the EOP Counselor Offices and the EOP/SSS Tutorial Center will not be given to students.
- EOP support services, tutoring, counseling will be offered online, via phone and email during Fall 2020.
- Staff will continue to work remotely in order to reduce density in the EOP Office. However, staff may alternate between telecommuting and physically reporting to work. When in the office, staff will be masked and will remain in their office with the doors closed.
- Only one work study student will work at a time.

- Students who **do** arrive at the EOP office will ring the bell at the EOP suite door for assistance. They will be directed to alternate ways to reach their EOP Counselor. We prefer no students enter EOP Staff office because there is no true way to remain 6ft apart inside the office.

FALL 2020 AND EOP/SSS TUTORIAL CENTER

- In order to follow social distancing guidelines, students will not be able to access the Tutorial Center as tutoring remains online.
- If the TC does open its doors, it will have reduced hours and will enforce a reduced capacity. Students will need a mask to enter. We will try to eliminate any areas of congestion i.e. Front Desk area, Library Loan and Textbook area, Computer Pod in UU 263 and Study Rooms.
- Students will be asked to wash their hands before and after they have been working in the EOP Tutorial Center to reduce the spread of germs.
- The Tutorial Center will need an increase in cleaning supplies, sanitizer and wipes. Tables, computers and study rooms will need to be cleaned between each use.
- EOP will need to provide security for the Front Desk and the Graduate Assistant's Desk using Plexiglas to protect those worker from students passing back and forth, signing out rooms or textbooks.

BEYOND FALL 2020 "The New EOP Culture"

- In the future, EOP will require students to make appointments to see an EOP Staff that will allow for social distancing between student visits. The old "Open Door Policy" will be fully gone.
 - This will impact the number of students that can make appointments in a day. We will need to clean and sanitize between each visit and allow greater time between students. However, this will allow us to set appointments to reduce the wait times for students and eliminating unnecessary contact between students.
- In the future, EOP will not offer walk-in tutors in the Tutorial Center. Exams Reviews will only be held remotely, reducing the cap on seating so that students can attend from any place, virtually.
- In the future, the EOP Lending Library may no longer be able to disperse textbooks the way it has in the past because of the number of students that it attracts to the Tutorial Center. These plans will continue to be updated as things change for our State and/Binghamton.

Side note on Karima -

Karima served as an EOP Academic Counselor for 12 years before becoming Director. She also served as the Coordinator for the Binghamton Enrichment Program, EOP's 4-week summer bridge program for incoming freshmen. A graduate of Binghamton and the EOP program herself, Karima is passionate about supporting first-generation students, students of color, immigrant students and those from challenging financial backgrounds, as well as any who are underrepresented on college campuses. EOP is excited to have Karima at the helm of our department.

Faculty Senate Educational Policies and Priorities Committee
Annual Report 2019-2020

The EPPC met eight times during the 2019/2020 academic year to consider curricular and policy matters.

Here is a summary of the policy matters highlighted by the EPPC in 2019/2020 and their resolution:

Issue	Discussion	Resolution
Communication with departments regarding graduate level curriculum proposals	There is no formal process at the graduate level for signoffs when curriculum proposals affect more than one department.	The EPPC sent a draft of a sign off procedure policy to the Graduate School in Fall 2017. There has been no formal response.
Proposals taking too much time to go through the system	The Faculty Senate has been very responsive to this concern, often reviewing proposals at the same time they go to the Graduate Council to expedite approvals.	Difficulty in preparing proposals for review and getting SUNY SED approval remains a serious concern. In addition, the Faculty Senate does not receive timely advance notice of program proposals or notification when Letters of Intent are sent to SUNY regarding new programs.
New policy for approval of dual degree programs	Many “dual degree” (combining undergraduate and masters degrees) no longer require approval at the SUNY/State Ed level, so a policy for local approval of these programs was passed by the Graduate Council.	A number of 4 + 1 proposals have been approved and there is a new proposal for blanket 4 + 1 degree combinations between Harpur BA degrees and several professional masters degrees.
Review of micro-credential programs	SUNY has indicated that many micro-credential programs need only internal approval. Micro-credentials range from non-credit bearing certificates for completion of training programs, to stackable credentials that could carry academic credit, to certificates consisting of several credit bearing courses – which could be part of a degree and/or available to non-degree students.	A Micro-Credential joint task force was formed in Spring 2020 to develop a proposal for approving both credit and non-credit bearing micro-credentials. The proposal was approved by the Faculty Senate in May 2020.

Closing the loop	There does not seem to be a systematic process for returning information about the status and fate of approved proposals back to the faculty senate. We hear informally about Letters of Intent and Program Proposals not having been sent to SUNY after all, and hear only anecdotally about status and success of approved programs. A systematic review of what has happened to approved proposals should be part of the curriculum process.	A program to track curriculum proposals is being developed by the Graduate School. It is not clear how the Faculty Senate will be able to access this information.
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Here is a summary of the policies for faculty review of curriculum passed by the faculty senate in 2012 which are used by the EPPC and FSEC to guide their review of curriculum proposals:

Action	Item
No notification	Routine changes to existing majors, minors, certificates and degree programs that do not require SED approval
Notify EPPC FSEC and/or EPPC may undertake additional review if changes go beyond "routine"	Routine changes to existing majors, minors, certificates and degree programs require SED approval
Notify FSEC and EPPC FSEC and/or EPPC may undertake additional review	Combined degree programs (3-2, 4-1), Dual degree programs, new minors and local certificate programs (tracks)
EPPC acts as a curriculum committee	All proposals for certificates, majors, minors, or other programs that are not reviewed at the college or school level
Full faculty senate review process (starts with EPPC)	New degree programs, suspension or elimination of degree programs, new majors, new certificate-for-licensure programs

The following curricular matters were reviewed in 2019/2020:

The EPPC and FSEC were not notified of any Letters of Intent for new programs (although we are aware from University Faculty Senate reporting about several Letters of Intent from Binghamton).

Routine changes requiring SED approval:	EPPC	FSEC
Revisions to Asian and Asian-American Studies BA	Discussed	Reviewed
Revisions to Economics BA and BS	Discussed	Reviewed
Revisions to Geography BA	Discussed	Reviewed
Revisions to Integrative Neuroscience BS	Discussed	Reviewed
Revisions to Italian BA	Discussed	Reviewed
Revisions to Linguistics BA	Discussed	Reviewed
Revisions to Philosophy BA	Discussed	Reviewed
Revisions to Psychology BA	Discussed	Reviewed
Revisions to Theatre BA	Discussed	Reviewed
Revisions to Anthropology MA & PhD	Discussed	Reviewed
Revisions to Mechanical Engineering MS and 4 + 1	Discussed	Reviewed
Re-registration of three masters degree tracks and two doctoral degree tracks in Comparative Literature	Discussed	Reviewed
Revision of PhD in Cognitive Psychology	Discussed	Reviewed

Revision of Advanced Certificate in Cybersecurity	Discussed	Reviewed
Revision to Community Research and Action PhD	Discussed	Reviewed
Revision to History BA	Discussed	Reviewed
Revision to Geography MA	Discussed	Reviewed
Revision to Translation Studies PhD	Discussed	Reviewed
Revision to Computer Science MS & PhD	Discussed	Reviewed
MA in Translation Studies – from existing PhD program	Discussed	Reviewed
Revision to Sustainable Communities MA and MS	Discussed	Reviewed

Expansions of existing programs into the distance education format	EPPC	FSEC
Italian MA distance learning proposal	Discussed	Reviewed
Computer Science MS and PhD distance learning proposal	Discussed	Reviewed

Combined, dual degree, new tracks, internal approval	EPPC	FSEC
HDEV + TESOL 4 + 1	Discussed	Reviewed
Computer Science – Artificial Intelligence micro-credential	Discussed	Discussed
Human Development BS & Educational Studies MS combined degree	Discussed	Reviewed

Mechanical Engineering BS & Material Science & Engineering MS combined degree	Discussed	Reviewed
History BA & MS in Human Rights 4 + 1	Discussed	Reviewed

New Schools, degrees, majors, deactivations, reactivations – requiring Faculty Senate approval	EPPC	FSEC	Faculty Senate
MS in Genocide and Mass Atrocity Prevention	Discussed	Discussed	Approved 11/12/19
MS in Information Systems	Discussed	Discussed	Approved 2/11/2020
Thomas J. Watson College of Engineering and Applied Science	Discussed	Discussed	Approved 3/10/2020
Discontinue Theatre MBA combined degree	Discussed	Discussed	Approved 3/10/2020
Discontinue Theatre MPA combined degree	Discussed	Discussed	Approved 3/10/2020
MA, MS and PhD in Biochemistry and Chemical Biology	Discussed	Discussed	Approved 5/12/2020
Pharmaceutical Sciences MS and PhD	Discussed	Discussed	Approved 5/12/2020
Doctor of Physical Therapy	Discussed	Discussed	

Respectfully submitted,

Sara Reiter, Committee Chair

Committee members

Sara Reiter, Chair
 Al Vos
 Matthew Wolf-Meyer
 Xingye Qiao
 Barbara Wolfe
 Patrick Madden
 Sarah Maximiek
 Donald Nieman
 Aondover Tarhule
 Donald Loewen
 John Santare
 Maxwell Hisiger
 Matt Evans

Faculty Senate Intercollegiate Athletics Committee
Annual Report 2019-2020

The Intercollegiate Athletics Committee (IAC) met twice this academic year (Oct 8, 2019; April 20, 2020). At the first meeting, members reviewed the Faculty Senate Charge from the bylaws regarding the role and purpose of the meeting. Concerns were raised regarding faculty members who continue to resist Student Handbook policies that are meant to ensure student athletes are provided equitable educational opportunities as their peers. Members also reviewed the most recent Athletics Academic Summary Report (Spring 2019), noting the new high GPA set during that semester (3.29) by student athletes.

At the second meeting, members received updates from Athletic Director Pat Elliot regarding the canceled spring semester and the impact it will have on the Athletics Department budget due to lost student fees. Potential changes to the Fall 2020 schedule due to concerns related to COVID 19 were also discussed. Potential changes to NCAA rules regarding transfer policies, and the impact it might have on BU athletics were shared, although the policy had not yet been voted on by the NCAA. Efforts in place by members of the Athletics Department, as well as resources available campus-wide to assist students with coping during the global pandemic were also shared.

Respectfully submitted,

Loretta Mason-Williams, Committee Chair

Committee members

Cindy Cowden, Dave Eagan, Pat Elliott, Darcy Fauci, Randy Friedman, Geri Harris, Loretta Mason-Williams (chair), Nadine Mastroleo, Michael McGoff, Nestlerode, Cheryl Pages, Neil Christian, David Werner

Faculty Senate Library Committee (FSLC) 2019-2020 Annual Report

The FSLC met twice. Topics discussed include: (1) Alma implementation (2) Bartle renovations, (3) offsite storage facilities, (4) Newcomb Reading Room repurposing and resulting space deficiencies, (5) Elsevier Science Direct contract renewal, (6) strategic planning, (7) COVID-19 induced library service changes, and (8) budget issues related to COVID-19. Details of each meeting are described in the appended minutes. Note the second meeting's minutes are marked 'draft' because the committee has yet to approve them.

Respectfully Submitted

Solomon W. Polachek, Committee Chair

Committee Members

Emily R Christian, Graduate Student

Rosa Darling, School of Nursing

Nicholas Kaldis, Asian and Asian American Studies

Curtis L Kendrick, Provost's Ex-officio Appointee, Dean of the Libraries

Adam Laats, Education (CCPA)

Pamela Mischen, President Ex-officio Member

Kasey R O'Brien, Harpur Student

Heather L Parks, Libraries

Christopher R Pereira , Harpur Student

Solomon W Polachek, Economics

Joshua Reno, Anthropolgy

Jennifer Stoever, English

Minutes of Faculty Senate Library Standing Committee (November 8, 2019)

Present: Emily Christian, Curtis Kendrick, Adam Laats, Heather Parks, Christopher Pereira, and Solomon Polachek

The meeting was called to order at 9 AM.

1. Chair's Welcome and Remarks

Sol Polachek welcomed all participants and in the process thanked Dean Kendrick for putting together the agenda.

2. Approval of Minutes of April 2019 meeting

The minutes of the April 2019 meeting were approved unanimously subject to changing a couple typographical errors.

3. ScienceDirect

The ScienceDirect contract is still in the negotiation stage. At this point Elsevier counteroffered with a contract several hundred thousand dollars less than the last, but at their \$9.5 million proposal, they still seek a fee (approximately \$21 per FTE) which is still far more expensive (approximately \$8.25 per FTE) than the CUNY contract. It is slightly lower than the University of California \$11 million University of California fee, but the University of California system has a far greater utilization rate than SUNY. Because of Elsevier's exorbitant fees, the SUNY-wide faculty senate introduced a resolution supporting a hard line in negotiating so that SUNY can achieve a fair and reasonable contract with Elsevier. Dean Kendrick and the committee are still negotiating the contract but indicates SUNY might have to follow the lead of California (which apparently did not find a big detrimental impact of not renewing) and a number of European universities to walk away and, as such, cancel the contract. If SUNY does cancel, it would not purchase individual subscriptions enabling it to better evaluate the severity of any hardship which might result.

4. Bartle Asbestos Abatement and Renovation

At this point an architectural firm has been retained by Binghamton University. The firm will devise plans for a 3rd floor renovation and asbestos removal. Approximately 500,000 books will

have to be removed by August 2021 as construction will begin in earnest in January 2022. Hopefully, the architectural firm will work closely with the library as space utilization issues are extremely important to faculty and the student body. In particular, the library seeks to increase student study space, to redesign the graduate carrel system to accommodate more students, and to increase dedicated faculty work space. The latter two could entail a large room with open faced lockers for research materials storage.

The Library Committee is dismayed that the university administration is concentrating solely on the 3rd floor and ignoring long term needs, such as using the building's basement for book storage especially given its extraordinarily weight limit capacity and the fact that many current units in the basement can be moved to the newly renovated buildings on the east side of the campus.

5. Offsite Storage Facility

The library is currently considering offsite space in Johnson City. Not all 3rd floor books will be removed since some are in high use. Instead the library will pick the least used throughout the library for storage. A number of new systems are being considered. One comprises various automated approaches (including "compact" automated systems) whereby books are stored in a confined space but are retrievable by a computer driven robotic system. Of course, on the downside are preservation issues. Automated systems are prone to moisture problems, chemical "off gas" ills, and robotic arm failures. Other considerations comprise various types of compact storage systems such as ultra-high and movable shelves.

6. Newcomb Reading Room/Innovation Center

This space will be lost to the library because the Center for Learning and Teaching (CLT) and the School of Management will repurpose it to create an "innovation" center. As such, the Reserve Room, the Media Room, and the Microfilm equipment will have to move to someplace in the main library. Study space will also be lost. Unfortunately this puts further pressure on the library given its current severe space scarcity problem. The Faculty Senate Library Committee cannot understand why this new innovation center cannot be housed in a location closer to the SOM, such as in Academic B which we understand is to be vacated when Nursing and Education move.

7. Strategic Planning/Master Planning

The Library will have to do some strategic planning because at this point its staff is spread too thin to keep carrying out all its current projects.

8. Alma Implementation

The new Alma system was implemented last summer. Implementation went better than expected and as such the Faculty Senate Library Committee thanks the library staff for carrying out this transition so well.

The default on Binghamton University's current Alma setting is the Binghamton University card catalogue. SUNY Buffalo set its default for all SUNY-wide holdings. The Committee pondered our choice and thought that the Binghamton settings make sense since most users are interested in getting material from our library and if not available here, then go to the whole system.

9. Other Matters Arising

None.

The meeting adjourned at 10:10 AM

Agenda Faculty Senate Library committee Meeting
April 17, 2020

Committee Members Present: Emily R Christian, Rosa Darling, Nicholas Kaldis, Curtis Kendrick, Adam Laats, Pamela Mischen, Heather L Parks Sol Polachek, Joshua Reno, Jennifer L Stoever

Present from the Library Staff: Jill Dixon and David Schuster

The meeting was called to order at noon.

1. Chair's Welcome and Remarks

Sol Polachek welcomed all participants and in the process thanked Dean Kendrick for putting together the agenda.

2. Approval of Minutes of November 2019 meeting

The minutes of the November 8, 2019 meeting were approved unanimously subject to changing a couple typographical errors.

3. Library Services During Covid-19

Currently there is no physical access to the university libraries. All access is via virtual services. However, the following services are running and are satisfactorily being utilized by university patrons: Interlibrary loan services, course reserves, reference services, library instruction classes, and the online catalogue including access to the online journals and online books. There appear to be no major problems associated with these. However, the lack of access to print copy is problematic for some. The library is trying to devise reasonable plans for access to its print collection in case the current social isolation is still required this summer and in the fall. Opening up access is especially difficult because the library relies heavily on student workers to shelve and maintain long hours.

4. Budgetary Implications of Global Pandemic

Currently all deans are required to prepare for a 5-10% budget cut. Such a large cut will be difficult for the library. The last budget cut the library faced was \$400,000 which was 3% of the library budget. Unfortunately the library then took a larger share of the budget hit in part because its budget contained more variable components (namely book and journal acquisitions) whereas budgets in other sectors of the university were fixed given they were more tied to existing salaries. This then put a greater burden on the library. This go-around the library is especially concerned because there are 11 unfilled staff vacancies and the library is opening up a new Health Sciences location with staffing

needs. The library hopes its savings not renewing the former Elsevier Science Direct contract will be applied towards the mandated budget cut.

5. ScienceDirect Negotiations

SUNY signed a \$2,300,000 contract with Elsevier for 248 of the approximately 2500 journals originally obtained under the previous \$9,500,000 Elsevier contract. The cost of these 248 titles would have been \$750,000 were any one university in the system to subscribe to these titles independently. The \$2,300,000 was determined by multiplying the \$750,000 by 3.4 because the titles will be shared by the whole system. Although the new contract is \$7,000,000 lower than the original, the committee was concerned that the university would now be paying 26% of the original contract price for less than 10% of the Elsevier publications available under the original contract. Further, it was not obvious to the committee that the 248 titles were either the most expensive of the Elsevier titles or the ones most desirable for Binghamton University.

6. Bartle Renovation and Other Space Initiatives

The current 3rd floor renovation plan is attached. The changes from the existing third floor include:

- a. The 100 current 3rd floor graduate carrels will be replaced with 200 lockers and study space for 75 graduate students. Access will be by a swipe card. This area will be dedicated to graduate students unless usage patterns militate against this.
- b. Of the current collection Bartle 3rd floor collection of about 530,000 volumes, approximately 60,000 will be sent offsite and the remaining 470,000 will be moved to the basement of the Science Library. After the renovation, approximately 240,000 will be moved back to the third floor which will give the library room for future collection expansion, with the remainder staying in Science.
- c. A new Digital Scholarship Center will be created to support scholars utilizing advanced technology with their scholarship. The library initially wanted to do a pilot of this type room in the Science Library this spring semester, but this plan was obviously foiled by the coronavirus.
- d. Additional study space will be created, and more natural light let in from the perimeter windows.
- e. A number of group study areas will be constructed.
- f. Four library staff offices and a staff workroom room will be constructed.

The new Health Sciences Library will open in August. It will be staffed by a librarian and a professional staff member.

The university's contract for the current annex is expiring in 2023. At this point the University is about to purchase a new permanent location.

The Center for Learning and Teaching and School of Management are collaborating to create an Innovation Center to be located in the area currently housing the reserve reading room, the microfilm reading room, the Zurack technology hub, and other study and meeting space. Most of these will be moved to the Fine Arts Library.

7. Strategic Visioning

Libraries are currently becoming more technologically advanced as more library materials, government documents, and other data as well as information systems are becoming computer based. This means that the library needs to expand its online capabilities. Given budget considerations, this expansion must come at the expense of other current library services. Th

is transition is important but affects each patron in different ways. Thus the library is seeking to employ a consultant to examine the needs and priorities of faculty and students so it can decide on what cuts will be palatable. Currently the library is putting out an RFP with the intention to hire a consultant by this fall.

8. Other Matters Arising

No others matters arose.

The meeting adjourned at 12:55 PM.

Faculty Senate Professional Standards Committee
Annual Report 2019-2020

During the 2019–2020 Academic Year, the Professional Standards Committee had one case referred to us for our consideration. This matter was brought to our attention on October 21st, 2019, and involved allegations of unprofessional conduct by a faculty member. After conducting interviews and holding several deliberative meetings, this Committee concluded the case on December 12th, 2019 by sending a letter to the faculty member and that faculty member's Chair.

Respectfully submitted,

Robert Guay, Committee Chair

Committee members

Christopher Bartlette

Hoe Kyeung Kim

Sarah Maximiek

Melissa Zinkin

Faculty Senate University Undergraduate Curriculum Committee Annual Report 2019-2020

During the 2019-2020 academic year, the UUCC continued its routine work approving university-wide courses, certifying courses that meet Binghamton University General Education requirements, and deciding on student petitions related to General Education requirements. Additional committee activities included:

- Assessing General Education categories via a survey developed over the last year. Survey data were collected in the areas of Aesthetics (A), Humanities (H), and Social Science (N) in the Fall 2019 semester.
- The assessment was interrupted by the Covid19 pandemic in Spring 2020 and with the agreement of Office of Institutional Research & Assessment the collection of assessments for A, H, and N will continue in the academic year 2020-2021.
- Compiling Assessment Reports for the categories Composition (C), Foreign Language (FL), and Laboratory Science (L).
- Driven by a plan to have certain degree programs completely online, the requirements for online O courses was discussed in the Fall and the committee met with Michael Sugerman, James Pitarresi and Joe Schatz. A proposal to allow online O courses was drafted in Spring and sent to FSEC, where it was approved. Ironically, all O courses became online because of the Spring suspension of in-person classes. The new O requirement is attached.

This year the committee was missing a member from Fine Arts & Humanities. It would be helpful to find a member from this division since during the year there was an observed increase in submissions for the H Gen Ed designation that the committee was not able to approve on first review and needed to request additional information and clarification on the Humanities content. We received enough of these Humanities submissions that we are considering an open discussion to review the criteria for the H Gened in the coming year.

Also attached, is this year's report on university-wide courses under the rubrics: UNIV, SCHL, ELI, GMAP, OUT, and CDCI. Respectfully submitted,



Leslie Lander; Chair, Watson (Computer Science)

Committee Members (voting):

Alexander Borisov, Harpur Science & Math (Mathematics)
Nicole Cameron, Harpur Science & Math (Psychology)
Deborah Elliston, Harpur Social Sciences (Anthropology)
Noam Fox, undergraduate student
Oscar Gil-Garcia, CCPA (Human Development)
Sarah Maximiek, Libraries
Mary Muscari, Decker School of Nursing
Sara Reiter, School of Management

Committee members (non-voting):

Liz Abate, Provost's Office
Lisa Hrehor, Health and Wellness Studies
Celia Klin, Harpur Dean's office
Don Loewen, Provost's Office (German/Russian Studies)
Pamela Mischen, President's Office (CCPA)

Proposal to Allow Online Courses to Fulfill the Gen Ed O Requirement
Submitted by the University Undergraduate Curriculum Committee, 3/10/20

The University Undergraduate Curriculum Committee (UUCC) proposes a change to the guidelines for the General Education Oral Communication (O) requirement to allow online courses to meet the O.

Rationale

Due to the development of both the online RN to BS degree proposal and a forthcoming proposal for an online completion degree, the UUCC has received requests to consider allowing fully online courses to fulfill the O. Currently, the committee allows one of the required presentations to be done online or as a video presentation, but at least one of the required presentations must be given face-to-face and in front of the class; this allows hybrid courses to meet the O, but not fully online courses.

Current Requirement

O - Oral Communication Courses

- are discipline (or program) based, just like Composition courses.
- require that each student give at least 2 presentations.
- base at least 15% of the course grade on oral presentations, including critiques of such presentations and other listening skills.
- provide ample opportunity for students to critique presentations, based on criteria such as: rapport with audience; voice, projection, and audibility; clarity of purpose; originality of ideas; organization; persuasiveness of evidence; and ability to respond to questions.
- provide as much opportunity as possible for students to improve their oral presentations in response to feedback.
- should emphasize listening as well as speaking skills.
- should be limited to 25 students per class. Larger class sizes will be considered if evidence is provided that additional arrangements have been made to assure that each student is getting equivalent additional attention from the instructor or TA.

Notes:

- courses may be 4-, 3-, 2-, or 1-credit courses.
- The UUCC has developed guidelines for submitting requests for O or J courses using video or online presentations. O or J courses may allow one of the required presentations to be done online or as a video presentation, using the following guidelines:
 - courses require at least two presentations. At least one of the required presentations must be given face-to-face and in front of the class.
 - The speaker must be visible to the audience throughout all presentations. (For video or online presentations, other visual elements may share the screen with a view of the speaker.)
 - Existing O Gen Ed requirements for grade-percentage of presentations, peer critiquing, emphasis on listening and speaking skills, and other elements will apply to O courses employing video or online presentations.

Approved Change

The UUCC has developed the following proposal, in consultation with the Center for Learning and Teaching and Joe Schatz, Director of Debate. Changes from the current guidelines are indicated in red.

O - Oral Communication Courses

- are discipline (or program) based, just like Composition courses.
- require that each student give at least 2 presentations.
- base at least 15% of the course grade on oral presentations, including critiques of such presentations and other listening skills.

- provide ample opportunity for students to critique presentations, based on criteria such as: rapport with audience; voice, projection, and audibility; clarity of purpose; originality of ideas; organization; persuasiveness of evidence; and ability to respond to questions.
- provide as much opportunity as possible for students to improve their oral presentations in response to feedback.
- should emphasize listening as well as speaking skills.
- should be limited to 25 students per class. Larger class sizes will be considered if evidence is provided that additional arrangements have been made to assure that each student is getting equivalent additional attention from the instructor or TA.

Notes:

- O courses may be 4-, 3-, 2-, or 1-credit courses.
- The UUCI has developed guidelines for submitting requests for online O or J courses using video or online presentations. To be approved as meeting the O or J requirement, online courses must meet the following additional requirements:
 - Require that each student record at least 2 presentations on two distinct topics. At least one of these presentations must be done in a live (synchronous) session with a previously identified subset of the students in the class present.
 - Students must appear on camera for at least half of the required presentation time, unless agreed upon by the instructor ahead of time.
 - Provide ample opportunity for students to critique presentations, based on criteria such as: rapport with digital audience; voice, projection, and audibility; clarity of purpose; originality of ideas; organization; persuasiveness of evidence; production quality of the video; and/or the ability to respond to questions.
 - Provide as much opportunity as possible for students to improve their oral presentations in response to feedback, encouraging students to go watch and rerecord their videos for improvement.

Acad Period	Subj	Course Num	Title Short	Primary Instr First Name	Primary Instr Last Name
Fall 2019	CDCI	385	Prof Internship Pgm Oral Comm	Courtney	Benjamin
Fall 2019	CDCI	385	Prof Internship Pgm Oral Comm	Brandy	Smith
Fall 2019	CDCI	385	Prof Internship Pgm Oral Comm	Erica	Folli
Fall 2019	CDCI	385	Prof Internship Pgm Oral Comm	Tanyah	Barnes
Fall 2019	CDCI	385	Prof Internship Pgm Oral Comm	Jordan	Smith
Fall 2019	CDCI	385	Prof Internship Pgm Oral Comm	Erin	Wise
Fall 2019	CDCI	385	Prof Internship Pgm Oral Comm	Tyler	Lenga
Fall 2019	CDCI	395	Professional Internship Pgm	Sara	Hall
Fall 2019	CDCI	395	Professional Internship Pgm	Joshua	Perry
Fall 2019	CDCI	395	Professional Internship Pgm	Erica	Kryst
Fall 2019	CDCI	395	Professional Internship Pgm	Masanga	Sebuharara
Fall 2019	CDCI	395	Professional Internship Pgm	Cassandra	Spencer
Fall 2019	CDCI	395	Professional Internship Pgm	Erin	Kentos
Fall 2019	CDCI	395	Professional Internship Pgm	Alexis	Avery
Fall 2019	CDCI	395	Professional Internship Pgm	Alexis	Avery
Fall 2019	CDCI	395	Professional Internship Pgm	Elizabeth	Staff
Fall 2019	CDCI	395	Professional Internship Pgm	Jennifer	Keegin
Fall 2019	CDCI	395	Professional Internship Pgm	Kimberly	Peabody

Fall 2019	CDCI	395	Professional Internship Pgm	Kelly	Clark
Fall 2019	CDCI	395	Professional Internship Pgm	Dennis	Kalina
Fall 2019	CDCI	395	Professional Internship Pgm	Nicole	Holmes
Fall 2019	CDCI	395	Professional Internship Pgm	Angelica	Dellapenna
Fall 2019	CDCI	395	Professional Internship Pgm	Dennis	Kalina
Fall 2019	CDCI	395	Professional Internship Pgm	Marissa	Zelman
Fall 2019	CDCI	395	Professional Internship Pgm	Ryan	Roosa
Fall 2019	CDCI	395	Professional Internship Pgm	Tanyah	Barnes
Fall 2019	CDCI	395	Professional Internship Pgm	Dara	Raboypicciano
Fall 2019	CDCI	395	Professional Internship Pgm	Jessica	Cohen
Fall 2019	CDCI	395	Professional Internship Pgm	Jennifer	Keegin
Fall 2019	CDCI	496	Johnson City Mentor Program	Donna	Geetter
Fall 2019	CDCI	496	Johnson City Mentor Program	Andrew	Blaine
Fall 2019	CDCI	496	Johnson City Mentor Program	Joanna	Cardona
Fall 2019	ELI	108	Int English Lang Development I	Sarah	Bull
Fall 2019	ELI	115	Academic Achievement Skills	Linda	Sukarat
Fall 2019	ELI	120	Intermediate Read Write Vocab	Ann	Sorensen
Fall 2019	ELI	120	Intermediate Read Write Vocab	Corrine	Spencer
Fall 2019	ELI	121	Intermediate SpeakListenVocab	Trena	Haffenden
Fall 2019	ELI	121	Intermediate SpeakListenVocab	Patricia	Alikakos
Fall 2019	ELI	205	Adv Speaking&Listening Compre	Alexandra	Laletina
Fall 2019	ELI	205	Adv Speaking&Listening Compre	Alexandra	Laletina
Fall 2019	ELI	205	Adv Speaking&Listening Compre	Patricia	Alikakos
Fall 2019	ELI	210	Adv English As A Second Lang	Kellie	Tompkins
Fall 2019	ELI	210	Adv English As A Second Lang	Kellie	Tompkins
Fall 2019	ELI	210	Adv English As A Second Lang	Corrine	Spencer
Fall 2019	ELI	210	Adv English As A Second Lang	Corrine	Spencer
Fall 2019	ELI	211	Advanced Writing for ELL	Trena	Haffenden
Fall 2019	ELI	211	Advanced Writing for ELL	Trena	Haffenden
Fall 2019	ELI	212	Fundamentals Academic Writing	Ann	Sorensen
Fall 2019	ELI	214	Crit Analysis/Argument Speech	Patricia	Alikakos
Fall 2019	ELI	214	Crit Analysis/Argument Speech	Patricia	Alikakos
Fall 2019	ELI	215	Speaking Skills For Bilinguals	Linda	Sukarat
Fall 2019	ELI	215	Speaking Skills For Bilinguals	Kellie	Tompkins
Fall 2019	ELI	391	ELL Outreach and Persistence	Corrine	Spencer
Fall 2019	ELI	491	Practicum in College Teaching	Linda	Sukarat
Fall 2019	ELI	492	Tutoring English Lang Learners	Corrine	Spencer
Fall 2019	ELI	497	Independent Study	Linda	Sukarat
Fall 2019	ELI	715	Adv Speaking&Listening Compre	Alexandra	Laletina
Fall 2019	ELI	715	Adv Speaking&Listening Compre	Alexandra	Laletina
Fall 2019	ELI	715	Adv Speaking&Listening Compre	Patricia	Alikakos
Fall 2019	ELI	725	Oral Comm.For Prof.Purposes	Linda	Sukarat
Fall 2019	GMAP	281A	The Nazi State	Harald	Zils
Fall 2019	GMAP	480	Genocide & Mass Atrocity Prev	Maxim	Pensky
Fall 2019	GMAP	481A	Middle East-Forced Migration	Kent	Schull
Fall 2019	GMAP	481B	The Environment Carib. & LA	Giovanna	Montenegro
Fall 2019	GMAP	483B	Gandhi & Violence	Arnab	Dey
Fall 2019	GMAP	500	Geoncide & Mass Atrocity Prev	Maxim	Pensky
Fall 2019	OUT	121	Disc Golf	Mark	Middleton

Fall 2019	OUT	130	English Horsemanship	Cailin	Elliott
Fall 2019	OUT	130	English Horsemanship	Cailin	Elliott
Fall 2019	OUT	130	English Horsemanship	Cailin	Elliott
Fall 2019	OUT	130	English Horsemanship	Cailin	Elliott
Fall 2019	OUT	130	English Horsemanship	Cailin	Elliott
Fall 2019	OUT	130	English Horsemanship	Cailin	Elliott
Fall 2019	OUT	130	English Horsemanship	Cailin	Elliott
Fall 2019	OUT	130	English Horsemanship	Cailin	Elliott
Fall 2019	OUT	131	English Horsemanship II	Cailin	Elliott
Fall 2019	OUT	131	English Horsemanship II	Cailin	Elliott
Fall 2019	OUT	131	English Horsemanship II	Cailin	Elliott
Fall 2019	OUT	176	Fly Fishing	Gary	Romanic
Fall 2019	OUT	177	Hiking	John	Greene
Fall 2019	OUT	177	Hiking	Kylie	Murray
Fall 2019	OUT	177	Hiking	Mack	Conan
Fall 2019	OUT	177	Hiking	Rae	Levy
Fall 2019	OUT	177	Hiking	John	Greene
Fall 2019	OUT	180	Outdoor Living Skills	Erika	Kalgren
Fall 2019	OUT	255	Back Country Medicine	Kevin	Hastings
Fall 2019	OUT	255	Back Country Medicine	Kevin	Hastings
Fall 2019	OUT	391	Practicum in College Teaching	Kevin	Hastings
Fall 2019	OUT	391	Practicum in College Teaching	Teresa	High
Fall 2019	OUT	391	Practicum in College Teaching	Gary	Romanic
Fall 2019	OUT	391	Practicum in College Teaching	Cailin	Elliott
Fall 2019	OUT	395	Independent Study	Jenna	Moore
Fall 2019	OUT	395	Independent Study		
Fall 2019	OUT	395	Independent Study	Teresa	High
Fall 2019	SCHL	127	Thinking Like Leonardo DaVinci	Paula	Russell
Fall 2019	SCHL	127	Thinking Like Leonardo DaVinci	Paula	Russell
Fall 2019	SCHL	127	Thinking Like Leonardo DaVinci	Ann	Merriwether
Fall 2019	SCHL	127	Thinking Like Leonardo DaVinci	Ann	Merriwether
Fall 2019	SCHL	127	Thinking Like Leonardo DaVinci	Rebecca	Kissling
Fall 2019	SCHL	127	Thinking Like Leonardo DaVinci	Rebecca	Kissling
Fall 2019	SCHL	127	Thinking Like Leonardo DaVinci	Randall	Edouard
Fall 2019	SCHL	127	Thinking Like Leonardo DaVinci	Randall	Edouard
Fall 2019	SCHL	280G	Of Wolves and Myths	George	Catalano
Fall 2019	SCHL	280L	Ghosts in American Culture	Elizabeth	Tucker
Fall 2019	SCHL	281B	Border Walls & Borderlines	Thomas	Wilson
Fall 2019	SCHL	281D	Meditation-Calm,Focus & Reason	George	Weinschenk
Fall 2019	SCHL	281M	Early Modern English Tragedy	Andrew	Walkling
Fall 2019	SCHL	281N	England,Conspiracy & Civil War	Heather	Welland
Fall 2019	SCHL	281O	Health, Medicine & Disability	Matthew	Wolf-Meyer
Fall 2019	SCHL	281P	Your World in a Post Truth Era	Mark	Reisinger
Fall 2019	SCHL	298	Intermediate Undergrad Project	William	Ziegler
Fall 2019	SCHL	299	Intermed Undergrad Research	William	Ziegler
Fall 2019	SCHL	327	SchIrs 3: Worlds of Experience	William	Ziegler
Fall 2019	SCHL	391	Scholars Teaching Practicum	William	Ziegler
Fall 2019	SCHL	395	Scholars Internship	William	Ziegler
Fall 2019	SCHL	396	Guthrie Scholars Premed Intern	William	Ziegler

Fall 2019	SCHL	397	Scholars Independent Study	William	Ziegler
Fall 2019	SCHL	427	Scholars 4: Capstone	William	Ziegler
Fall 2019	SCHL	498	Advanced Undergrad Project	William	Ziegler
Fall 2019	SCHL	499	Advanced Undergrad Research	William	Ziegler
Fall 2019	UNIV	101A	GenocidePreventionWhatCanYouDo	Nadia	Rubaii
Fall 2019	UNIV	101A	GenocidePreventionWhatCanYouDo	Maxim	Pensky
Fall 2019	UNIV	101B	Energy and Sustainability	Congrui	Jin
Fall 2019	UNIV	101C	American National Parks	Benjamin	Andrus
Fall 2019	UNIV	101D	Dogs & Domestication Problem	Anne	Clark
Fall 2019	UNIV	101E	Data Reasoning in Info Age	Xingye	Qiao
Fall 2019	UNIV	101F	Women in Media	Khetam	Shraideh
Fall 2019	UNIV	101G	MassSuffering,WhyWeDon'tCare	Lubna	Omar
Fall 2019	UNIV	101H	The Art of Logical Thinking	Alexander	Borisov
Fall 2019	UNIV	101J	Graphic Design for Text & Type	Alessandro	Segalini
Fall 2019	UNIV	101K	Energy: Our Lifeline	John	Fillo
Fall 2019	UNIV	101L	Love/Watch/Understand Ballet	William	Lawson
Fall 2019	UNIV	101M	Living on Mars	David	Jenkins
Fall 2019	UNIV	101N	Managing Spreadsheets	Ranjana	Srevatsan
Fall 2019	UNIV	101O	Growing up is hard to do	Jihye	Kang
Fall 2019	UNIV	101P	Alchemy & the Birth of Science	John	Swierk
Fall 2019	UNIV	101Q	ABCs of LGBTQ	Kelly	Clark
Fall 2019	UNIV	101R	Complex Networks Around Us	Hiroki	Sayama
Fall 2019	UNIV	101S	Science, Faith, and Ethics	Lawrence	Tumey
Fall 2019	UNIV	101T	Victorian Sci-Fi to Steampunk	Claudia	Martin
Fall 2019	UNIV	101U	Music&Art: Look,Listen&Respond	Jean	Goodheart
Fall 2019	UNIV	101V	What's so Funny 'bout Peace	Mark	Reisinger
Fall 2019	UNIV	101W	Managing Change To Succeed	Robert	Cline
Fall 2019	UNIV	101X	So you think you want to teach	Cynthia	Totolis
Fall 2019	UNIV	101Z	Black Lives Matter	Leo	Wilton
Fall 2019	UNIV	103A	Student-Athlete Wellness	Jennifer	Wegmann
Fall 2019	UNIV	103C	Nutrition for Student-Athletes	Sarah	Thompson
Fall 2019	UNIV	103D	Global Infrastructure & Envir	Roy	McGrann
Fall 2019	UNIV	280D	Global Entrepreneurship	Elena	Iankova
Fall 2019	UNIV	280M	Materials Matter	Pamela	Smart
Fall 2019	UNIV	297	Independent Research	Nancy	Abashian
Fall 2019	UNIV	297	Independent Research	Jill	Dixon
Fall 2019	UNIV	297	Independent Research	Edward	Corrado
Fall 2019	UNIV	297	Independent Research	Sandra	Card
Fall 2019	UNIV	397	Independent Research	Nancy	Abashian
Fall 2019	UNIV	397	Independent Research	Jill	Dixon
Fall 2019	UNIV	397	Independent Research	Edward	Corrado
Fall 2019	UNIV	397	Independent Research	Sandra	Card
Fall 2019	UNIV	497	Independent Research	Nancy	Abashian
Fall 2019	UNIV	497	Independent Research	Jill	Dixon
Fall 2019	UNIV	497	Independent Research	Edward	Corrado
Fall 2019	UNIV	497	Independent Research	Sandra	Card
Spring 2020	CDCI	385	Prof Internship Pgm Oral Comm	Alison	Twang
Spring 2020	CDCI	385	Prof Internship Pgm Oral Comm	Julia	Milewski
Spring 2020	CDCI	385	Prof Internship Pgm Oral Comm	Erica	Folli

Spring 2020	CDCI	395	Professional Internship Pgm	Sara	Hall
Spring 2020	CDCI	395	Professional Internship Pgm	Erin	Kentos
Spring 2020	CDCI	395	Professional Internship Pgm	Claire	Kovacs
Spring 2020	CDCI	395	Professional Internship Pgm	Erica	Kryst
Spring 2020	CDCI	395	Professional Internship Pgm	Nuray	Seyidzade
Spring 2020	CDCI	395	Professional Internship Pgm	Jessica	Cohen
Spring 2020	CDCI	395	Professional Internship Pgm	Angelica	Dellapenna
Spring 2020	CDCI	395	Professional Internship Pgm	Tyler	Lenga
Spring 2020	CDCI	395	Professional Internship Pgm	Allison	Nyamuame
Spring 2020	CDCI	395	Professional Internship Pgm	Elizabeth	Staff
Spring 2020	CDCI	395	Professional Internship Pgm	Alexis	Avery
Spring 2020	CDCI	395	Professional Internship Pgm	Alexis	Avery
Spring 2020	CDCI	395	Professional Internship Pgm	Dara	Raboypicciano
Spring 2020	CDCI	395	Professional Internship Pgm	Kelly	Clark
Spring 2020	CDCI	395	Professional Internship Pgm	Ryan	Roosa
Spring 2020	CDCI	395	Professional Internship Pgm	Masanga	Sebuharara
Spring 2020	CDCI	395	Professional Internship Pgm	Joshua	Perry
Spring 2020	CDCI	395	Professional Internship Pgm	Nicole	Holmes
Spring 2020	CDCI	395	Professional Internship Pgm	Cassandra	Spencer
Spring 2020	CDCI	395	Professional Internship Pgm	Brandy	Smith
Spring 2020	CDCI	395	Professional Internship Pgm	Kimberly	Peabody
Spring 2020	CDCI	395	Professional Internship Pgm	Jennifer	Keegin
Spring 2020	CDCI	395	Professional Internship Pgm	Cassandra	Spencer
Spring 2020	ELI	109	Int English Lang Dev II	Sarah	Bull
Spring 2020	ELI	205	Adv Speaking&Listening Compre	Kellie	Tompkins
Spring 2020	ELI	205	Adv Speaking&Listening Compre	Trena	Haffenden
Spring 2020	ELI	205	Adv Speaking&Listening Compre	Kellie	Tompkins
Spring 2020	ELI	210	Adv English As A Second Lang	Kellie	Tompkins
Spring 2020	ELI	210	Adv English As A Second Lang	Ann	Sorensen
Spring 2020	ELI	210	Adv English As A Second Lang	Corrine	Spencer
Spring 2020	ELI	210	Adv English As A Second Lang	Kellie	Tompkins
Spring 2020	ELI	211	Advanced Writing for ELL	Linda	Sukarat
Spring 2020	ELI	211	Advanced Writing for ELL	Trena	Haffenden
Spring 2020	ELI	211	Advanced Writing for ELL	Trena	Haffenden
Spring 2020	ELI	211	Advanced Writing for ELL	Corrine	Spencer
Spring 2020	ELI	212	Fundamentals Academic Writing	Corrine	Spencer
Spring 2020	ELI	214	Crit Analysis/Argument Speech	Patricia	Alikakos
Spring 2020	ELI	214	Crit Analysis/Argument Speech	Patricia	Alikakos
Spring 2020	ELI	215	Speaking Skills For Bilinguals	Patricia	Alikakos
Spring 2020	ELI	215	Speaking Skills For Bilinguals	Patricia	Alikakos
Spring 2020	ELI	491	Practicum in College Teaching	Linda	Sukarat
Spring 2020	ELI	492	Tutoring English Lang Learners	Corrine	Spencer
Spring 2020	ELI	497	Independent Study	Corrine	Spencer
Spring 2020	ELI	715	Adv Speaking&Listening Compre	Trena	Haffenden
Spring 2020	ELI	725	Oral Comm.For Prof.Purposes	Patricia	Alikakos
Spring 2020	GMAP	381A	The Holocaust	Gina	Glasman
Spring 2020	GMAP	481A	Unresolved Issues:Wars in Asia	David	Stahl
Spring 2020	GMAP	483A	Building Public Memory	Kerry	Whigham
Spring 2020	OUT	122	Skiing/Snowboarding	Rae	Levy

Spring 2020	OUT	122	Skiing/Snowboarding	Rae	Levy
Spring 2020	OUT	122	Skiing/Snowboarding	Mack	Conan
Spring 2020	OUT	122	Skiing/Snowboarding	Mack	Conan
Spring 2020	OUT	130	English Horsemanship	Cailin	Elliott
Spring 2020	OUT	130	English Horsemanship	Cailin	Elliott
Spring 2020	OUT	130	English Horsemanship	Cailin	Elliott
Spring 2020	OUT	130	English Horsemanship	Cailin	Elliott
Spring 2020	OUT	130	English Horsemanship	Cailin	Elliott
Spring 2020	OUT	130	English Horsemanship	Cailin	Elliott
Spring 2020	OUT	130	English Horsemanship	Cailin	Elliott
Spring 2020	OUT	130	English Horsemanship	Cailin	Elliott
Spring 2020	OUT	130	English Horsemanship	Cailin	Elliott
Spring 2020	OUT	131	English Horsemanship II	Cailin	Elliott
Spring 2020	OUT	131	English Horsemanship II	Cailin	Elliott
Spring 2020	OUT	131	English Horsemanship II	Cailin	Elliott
Spring 2020	OUT	177	Hiking	John	Greene
Spring 2020	OUT	177	Hiking	Elias	Miller
Spring 2020	OUT	177	Hiking	John	Greene
Spring 2020	OUT	177	Hiking	John	Greene
Spring 2020	OUT	177	Hiking	Mack	Conan
Spring 2020	OUT	255	Back Country Medicine	Kevin	Hastings
Spring 2020	OUT	255	Back Country Medicine	Kevin	Hastings
Spring 2020	OUT	391	Practicum in College Teaching	Teresa	High
Spring 2020	OUT	391	Practicum in College Teaching	Gary	Romanic
Spring 2020	OUT	391	Practicum in College Teaching	Kevin	Hastings
Spring 2020	OUT	391	Practicum in College Teaching	Cailin	Elliott
Spring 2020	OUT	395	Independent Study	Patti	Dowd
Spring 2020	OUT	395	Independent Study	Michael	Zuber
Spring 2020	OUT	395	Independent Study	Kylie	Murray
Spring 2020	OUT	395	Independent Study	Cailin	Elliott
Spring 2020	SCHL	227	Commun Engage:Where You Fit In	Elizabeth	Mellin
Spring 2020	SCHL	227	Commun Engage:Where You Fit In	Justine	Lewis
Spring 2020	SCHL	227	Commun Engage:Where You Fit In	Benjamin	DeAngelis
Spring 2020	SCHL	227	Commun Engage:Where You Fit In	Elizabeth	Mellin
Spring 2020	SCHL	227	Commun Engage:Where You Fit In	Justine	Lewis
Spring 2020	SCHL	227	Commun Engage:Where You Fit In	Benjamin	DeAngelis
Spring 2020	SCHL	280B	Applied Research Challenge	Chad	Nixon
Spring 2020	SCHL	280G	The Psychology of Human Bodies	Ann	Merriwether
Spring 2020	SCHL	280I	Philanthropy & Civil Society	David	Campbell
Spring 2020	SCHL	280V	Refugee Crisis in the Mid East	Kent	Schull
Spring 2020	SCHL	280X	Dramas of Finance	Douglas	Holmes
Spring 2020	SCHL	281N	Applied Journalism	Thomas	Wilber
Spring 2020	SCHL	281O	Const.Rights-College Students	Brian	Rose
Spring 2020	SCHL	298	Intermediate Undergrad Project	William	Ziegler
Spring 2020	SCHL	299	Intermed Undergrad Research	William	Ziegler
Spring 2020	SCHL	327	SchLrs 3: Worlds of Experience	William	Ziegler
Spring 2020	SCHL	391	Scholars Teaching Practicum	William	Ziegler
Spring 2020	SCHL	395	Scholars Internship	William	Ziegler
Spring 2020	SCHL	396	Guthrie Scholars Premed Intern	William	Ziegler
Spring 2020	SCHL	397	Scholars Independent Study	William	Ziegler

Spring 2020	SCHL	427	Scholars 4: Capstone	William	Ziegler
Spring 2020	SCHL	498	Advanced Undergrad Project	William	Ziegler
Spring 2020	SCHL	499	Advanced Undergrad Research	William	Ziegler
Spring 2020	UNIV	180A	Critical Research Skills	Megan	Benson
Spring 2020	UNIV	280A	Intro to Experimental Research	Kimberly	Jaussi
Spring 2020	UNIV	280D	Global Entrepreneurship	Elena	Iankova
Summer 2020	CDCI	200	Bridging Academics to Careers	Laura	ONeill
Summer 2020	CDCI	200	Bridging Academics to Careers	Erica	Kryst
Summer 2020	CDCI	395	Professional Internship Pgm		
Summer 2020	CDCI	395	Professional Internship Pgm		
Summer 2020	CDCI	395	Professional Internship Pgm		
Summer 2020	CDCI	395	Professional Internship Pgm		
Summer 2020	CDCI	395	Professional Internship Pgm		
Summer 2020	CDCI	395	Professional Internship Pgm		
Summer 2020	CDCI	395	Professional Internship Pgm		
Summer 2020	CDCI	395	Professional Internship Pgm	Alexis	Avery
Summer 2020	CDCI	395	Professional Internship Pgm	Brandy	Smith
Summer 2020	GMAP	538B	Sexual Offend & Victimization	Mary	Muscari
Summer 2020	SCHL	397	Scholars Independent Study	David	Biddle
Winter 2020	CDCI	200	Bridging Academics to Careers	Jessica	Lane-Rwabukwisi
Winter 2020	CDCI	200	Bridging Academics to Careers	Erin	Wise

Faculty Senate Academic Computing & Educational Technology (ACET) Committee Annual Report 2019-2020

In 2019-20 the Academic Computing & Educational Technology Committee met six times. A summary of the committee's deliberations and recommendations follows.

1. Blackboard/MyCourses review/replacement process

With Blackboard's contract to provide its Learning Management System (LMS) /MyCourses to Binghamton University expiring, a lengthy process to explore alternatives began in 2018 and continued through 2019.

Review: In preparation for a decision on whether to continue with the Blackboard Learning Management System (LMS) or to adopt a new LMS product, the Center for Learning and Teaching initiated a review process to assess the pros and cons of various current LMS products. The committee discussed this project at several of its meetings and provided advice to the project committee leadership.

A broad call for volunteers was issued to faculty, looking for those who would be interested in testing either the coming version of Blackboard (Blackboard Ultra) or a different LMS. The two primary LMS's (besides Blackboard) on the market are Brightspace (by Desire2Learn) and Canvas (by Instructure). Volunteers were assigned to one or more of the test systems for use in their course(s) during the 2018-19 academic year.

Volunteers came from a variety of academic programs and schools/colleges; class sizes ranged from very large (700+) to small (less than 20). Instructors agreed to participate in surveys and other follow-up assessment measures; students were also polled and had a chance to provide perspectives on pros and cons for the system they were using, especially in comparison to the existing system. Several open meetings were scheduled to allow broad opportunities for the entire campus community to participate in the conversation and learn about the evaluation process.

The pilot/test program concluded in the Spring 2019 semester. In summer 2019, the LMS committee processed faculty and student feedback and data and prepared a final report to the Provost. (See *Appendix I*)

A Request for Proposals (RFP) was initiated and after receipt of proposals, Brightspace's Desire2Learn (D2L) was selected as Binghamton's next Learning Management System.

Implementation will begin in 2021, with Summer 2021 serving as a transition period to included both LMS's and a full shift to D2L will be effective with the Fall 2021 semester.

A robust training campaign will be initiated in 2021 to prepare the campus for the transition.

2. Accessibility Commission

SUNY's Accessibility Commission has continued to work on policy recommendations and ACET met to hear some of the possible recommendations and discuss the implications for teaching and learning at Binghamton. In particular, accessible course materials will need to be a priority for instructors. CLT staff indicate that there are products available to assist instructors to make sure that their PDFs, presentations, and other teaching materials are accessible. Further details and possible recommendations will be forthcoming as the commission wraps up its work.

3. Student Response System

Currently there are two student response systems that each have significant faculty support for classroom use: iClicker and TopHat. The committee met with CLT staff to discuss the impact of having two widely deployed systems.

While there are benefits to allowing instructors to choose a system that meets their specific teaching styles and preferences, there is also a cost. Supporting two systems is a drain on available resources and a strain for students who need to pay to participate in two systems. If a student needs to participate in two systems for 2-3 years, the costs become significant.

In Fall 2019 ACET members discussed the options and then considered a third approach: could Binghamton University develop and deploy its own student response system through MyBinghamton? ITS innovation team staff were invited to meet with ACET to discuss this possibility.

ITS indicated that it would be possible to develop a student response system using MyBinghamton as a base platform. Providing the full range of functionality that a system like TopHat includes could be a challenge, but more basic functionality would be viable and enhanced functionality could also be achieved with adequate resources for product development and support.

Given the potential savings for students, ACET members asked to continue the discussion in Spring 2020 with the possibility of exploring development of a new student response solution for Binghamton.

With the onset of the pandemic in 2020, the anticipated further discussions were postponed indefinitely.

4. COVID-19 Pandemic response

The committee's agenda for the Spring 2020 semester was primarily driven by the need to shift teaching and learning resources to support a transition to remote learning as a result of the COVID-19 pandemic.

Initially, the committee focused on the challenge of providing support to instructors making a rapid transition to remote instruction. The CLT instructional design team members made themselves readily available for individual support and hosted frequent targeted workshops. The

University Center for Training and Development provided instruction and technical support for instructors needing to use new tools. A campus contract with Zoom was negotiated and signed in a matter of days.

There were stress points. ITS reported that a short Blackboard outage pointed out the need for a significant increase in server capacity to meet the substantial increase in demand; the increased capacity was implemented. The Help Desk experienced a sharp increase in support requests as students were preparing to move to remote learning. “Zoom Bombing” incidents in several courses disrupted class meetings and pointed out the need for even more communication about using Zoom’s security controls to mitigate the risk of these incidents. As Zoom’s control and security features evolved rapidly, regular communication about the updated features was needed.

After the transition to remote instruction, ACET meetings continued to discuss support for instructors but also included conversations about supporting students, many of whom faced very difficult personal circumstances in keeping up with their studies. The CLT developed an online form allowing students or faculty to submit a request for technology to support teaching and learning. ITS and CLT collaborated to distribute SUNY-provided laptops to students who lacked access to a computer. CLT distributed wireless hotspots to students who did not have broadband access.

The committee will continue to review the shift to remote instruction/learning in the fall semester.

Respectfully submitted,
Donald Loewen, 2019-20 Committee Chair

Committee members:

Michael Allington
Niyazi Bodur
Kenneth Chiu
Julia Glauberman
Kartik Gopalan
Yvonne Johnston
Dikran Karagueuzian
Tongshu Ma
Pamela Mischen
James Pitarresi
John Santare (Student representative)
David Schuster
Andrew Tucci

Faculty Senate – Committee on the University Environment
Annual Report 2019-2020

The Committee on the University Environment (CUE) is a 20-member group (including one unfilled spot and four ex-officio members). CUE is charged with providing recommendations and oversight of any aspect of the campus that impacts the quality of the environment.

In previous years, CUE met as needed. This past year, we have been trying to meet more regularly to discuss various issues. During the 2019-2020 academic year, we met a total of three times (once in the fall and twice in the spring with the March spring meeting canceled as COVID arrived). We will endeavor to do better next year.

Among the issues we discussed were:

Deer management plan. CUE reviewed and approved the deer management plan that was proposed by the university administration. After hearing that the management activities resulted in very little reduction of deer, the committee identified research to pass on to the administration indicating better courses of action. We recommended that the university undertake a professional cull of the deer because the management literature reports that it is the only way demonstrated to reduce deer and, thereby, the impact of deer on the biodiversity. We understand that there is no one solution and any effort to manage deer will have to be ongoing. We will continue to collaborate with the president's office on this issue.

Reducing bird / window collisions. In the fall, Anne Clark, Julian Shepherd, and graduate student Andrea Kroner brought to CUE's attention that during migration season a large number of birds have fatal run-ins with windows on campus because they cannot often differentiate between open sky and the reflection of open sky. Mitigation measures range from decorating existing windows and to designing the windows of new buildings in a bird friendly manner. Over the course of three meetings, CUE discussed various evaluation and solutions measures. We asked Professors Clark and Shepherd to more precisely measure the impact campus buildings have on birds and to pinpoint where the problem exists. This is a first step in assessing and remediating the problem. The project stalled when the campus was closed as the inventory relies on staff, faculty, and students reporting the finding of dead birds. This will be part of the ongoing agenda of CUE.

Tree identification and interpretation. Dylan Horvath is overseeing a project to identify and tag all of the trees on campus for people learning about or wishing to learn about them. Each tree will be tagged with its scientific and common name as well as a QR code that, when scanned, will link someone to more information about the tree. This project will make it easier for professors to use the campus as a learning laboratory. It will also allow those interested in the campus environment to discover more about our trees. Finally, it helps build an inventory of trees that will help with management. Dylan has a student working on the project now. CUE will continue to review and support this effort.

University energy planning. Sandy DeJohn briefed the committee about the attempts to move Binghamton University to using cleaner energy. NYSERDA, the state energy agency, awarded Binghamton University a substantial grant to evaluate and create strategies for reducing our carbon footprint. This five-year energy planning project will involve evaluating buildings and

identifying suitable technologies including geothermal, solar, and increased conservation measures. At the time of the April meeting, DeJohn was concluding the scope of work with NYSERDA and will be working on hiring an energy consultant to create the master plan. CUE will ask for regular updates and offer support as needed to this planning project and the implementation of recommendations that come out of it.

University climate energy plan. Related to the energy plan, CUE started a review of Binghamton University's climate energy plan, which was originally adopted in 2009 and updated in 2015. CUE has decided to review the plan and, with original author Sandy DeJohn, facilitate a new update with strategies that help meet the university's recently adopted sustainability plan as well as goals of faculty, students and staff. The revision of the university climate energy plan will be regularly on CUE's agenda over the next year.

Transportation and Parking Initiatives. CUE received a presentation from Tanya Husick, who directs Transportation and Parking Services for Binghamton University. She described the ongoing discussions to location a transit hub on campus and received input from CUE members. She also discussed the bicycle / pedestrian plan that is underway and offered to more closely involve members of CUE. CUE supports both initiatives and will work with Husick as needed.

Respectfully submitted,



George C. Homsy, Committee Chair

Committee members

JJ Brice, Residential Life representative
Samantha Carroll, Undergraduate student
Patrick Doyle, PSS representative
Joseph Graney, Geological Sciences (Harpur)
George Homsy, Sustainable Communities program / Public Administration (Harpur / CCPA)
Dylan Horvath, Steward of the Nature Preserve
Kim Jaussi, School of Management
Carl Lipo, Environmental Studies program (Harpur)
JoAnn Navarro, VP for Operations
Sally Oaks, Physical Plant representative
James Pitarresi, Mechanical Engineering / Center for Learning and Teaching
Joshua Reno, Anthropology (Harpur)
Blythe Roveland-Brenton, University Libraries
Abigail Stark, Undergraduate student
Rebeka VanVleet, Graduate student
Nick Corcoran, Ex-officio member
Madeline Bay, Ex-officio member
Paul Crisman, Ex-officio member
Tanya Husick, Ex-officio member

Faculty Senate Committee on Committees Annual Report 2019-2020

The Committee on Committees (CoC) met on May 29, 2020 after receiving the results of the heavily on the *Survey of Faculty Interest in Serving on Committees*, which is distributed electronically in March. The committee utilized the survey results (as well as some investigative work) to identify and reach out to prospective members via email and phone. The chair also provided a draft email template and phone script to aid committee members in these efforts. The names of those faculty members who agreed to serve were forwarded to the Faculty Senate Executive Committee (FSEC) for approval. The following Faculty Senate Committees had one or more vacancies requiring immediate attention:

- Academic Computing and Educational Technology (Joint)
- Budget Review
- Committee for the University Environment (Joint)
- Diversity *** This committee has all new members. ***
- Evaluation Coordinating Committee
- Professional Standards
- University Calendar Committee (Joint)
- University Undergraduate Curriculum

This endeavor took longer than usual due to circumstances caused by the pandemic. Filling vacancies on the Diversity Committee was particularly challenging this year as all of its members either declined or were unable to continue for another term. Increasing and diversifying participation across programs, departments, and colleges remains a top priority of the University so this is a key committee. The Faculty Senate Chair and FSEC Chair were invaluable in helping to rebuild this committee and the CoC thanks them for their tireless efforts and guidance.

As mentioned in the 2018-2019 annual report, the CoC is seeking to develop a mentorship pipeline for those interested in seeking campus service and would like to encourage sitting/ former chairs to provide guidance to incoming committee members in order to ensure a smooth transition when term limits expire and/ or chairs step down. This year the CoC chair also conferred with the Faculty Senate chair regarding the possibility of establishing term limits which would expand opportunities for newer faculty to participate in university service. The longstanding protocol has been to give first consideration to currently serving committee members before offering spots to other faculty. However, this approach frequently leads to multiple terms for the same faculty members at the expense of engaging new faculty members who may need service activities to fulfill their tenure obligations. This action would require the Faculty Senate to modify and the faculty bylaws.

At this time, there is a one hundred percent fill rate for all vacancies for which the CoC is responsible. The CoC chair also handled vacancies during the academic year as they arose, including recommendations for non-Faculty Senate committees such as the Excellence Awards Selection Committees.

Respectfully submitted,

Stephanie Hess, chair

Committee members

Ann Fronczek

Amy Gay

Leslie Lander

Candace Mulcahy

Sabina Perrino

David Werner

Date submitted - December 7, 2020

Faculty Senate Evaluation Coordination Committee (ECC)
Annual Report 2019-2020

The Faculty Senate Evaluation Coordination Committee (ECC) coordinated six evaluations in accordance with the evaluation schedule for academic officers. Three evaluations occurred in the Fall 2019 semester, and three in the Spring 2020 semester. These evaluations took place by developing a survey, which was administered using Survey Monkey, to solicit input from all voting faculty and eligible staff at the University. Prior to distributing the surveys, we collected information from each officer such as job descriptions, CVs, and a self-evaluation document. We used these documents, as well as the committee member's experiences, to develop the survey instruments. The survey data was reviewed and a report prepared for each officer. Reports were sent to the respective officers and their supervisors, and all reports are available for review by the Faculty Senate Executive Committee.

FALL 2019 EVALUATIONS:

The survey for Donald Neiman, Provost and Executive Vice President, was sent out at the end of October 2019 while Bahgat Sammakia, Vice President for Research, and Patrick Elliott, Director of Athletics, were evaluated in November 2019. The final reports were completed on November 26th for Neiman, December 4th for Sammakia, and December 11th for Elliot.

SPRING 2020 EVALUATIONS:

The survey for Harvey Stenger, University President, was sent out at the end of February 2020. The survey for Mario Ortiz, Dean of Decker College of Nursing and Health Sciences, was distributed in early March 2020. The survey for James Pitarresi, Vice Provost for Online and Innovative Education, was pushed back until after Spring break being distributed in mid April 2020. The final reports were completed on March 31st for Stenger, April 27th for Ortiz, and April 30th for Pitarresi.

The ECC evaluation of Stenger includes input from all voting faculty, but only a few staff. Due to this, the question of collaboration with PSS came up. It was determined that collaboration with PSS had been discussed in the past and it is not possible due to privacy concerns and the current by-laws. PSS did share the questions they used during their recent evaluation of Stenger and the questions aligned closely with the questions on the ECC survey. Due to PSS doing a recent evaluation involving feedback from staff using similar questions the ECC would ask, the ECC decided that the limited number of staff receiving the ECC survey was sufficient and that including additional staff would be duplicative.

Respectfully submitted,

Neyda V. Gilman, Committee Chair

Committee members

Nathanael J Andrade

Subimal Chatterjee

Lina Begdache

Aaron Beedle

John G Baust

Nicole S Fenty

Faculty Athletics Representative Summary **Annual Report 2019-2020**

Continued with scheduled meetings with University President Harvey Stenger, Director of Athletics Patrick Elliott, as well as regular contact with Assistant Provost/Associate Director of Athletics, Academics and NCAA Compliance, David Eagan. Based on the NCAA's Faculty Athletics Representative Handbook, key FAR roles include verifying student eligibility for athletics participation and financial aid, monitoring academic progress and performance of all student-athletes, and participation in a comprehensive compliance program. Reports for those key areas are presented below.

Eligibility. Initial and continuing academic and financial eligibility is assessed each semester, for every student-athlete, with data generated from the Office of Student Records and Office of Institutional Research and Assessment (OIRA). Binghamton University's student-athlete GPA eligibility requirement (2.0) for participation (at the start of each academic year) exceeds those established by the NCAA, where eligibility GPA ranges from 1.8 to 2.0 depending on year of enrollment. Despite GPA standards more stringent than NCAA requirements, greater than 99.9% of BU's student-athletes were eligible for participation and/or competition in Fall 2019 and Spring 2020.

Academic Performance. BU's student-athletes tied the Spring 2019 record-high 3.29 average GPA for Fall 19. This performance resulted in 71.3% of BU's student-athletes named to the America East Honor Roll (Achievement of a 3.0 GPA or higher). While the Spring 2020 semester was atypical, student-athletes achieved an overall GPA of 3.65. Overall, student-athletes maintained an average 3.47 GPA for Academic Year 2019-2020, with 14 consecutive semesters student-athletes recording at least a 3.10 GPA. Notable 2019-2020 academic year achievements included 54.3% and 84.8% of the student-athletes earned a GPA of at least 3.3 in Fall 19 and Spring 20, respectively resulting in being named to the Athletic Director's Honor Roll. During 2019-20, 42.6% (Fall) and 71.9% (Spring) of student-athletes were named to the America East Commissioner's Honor Roll by earning a GPA of at least 3.5. Additionally, 27 (Fall 19) and 75 (Spring 20) student athletes earned a 4.0 GPA; and, 43 individuals were inducted into Chi Alpha Sigma (National Honor Society for Athletes).

Compliance. All reported violations were examined by the FAR through a direct link to the NCAA database. Violations for Fall 2019 and Spring 2020 were self-reported by BU, and either assigned the lowest classification of violation (i.e., Level 3) reflecting a minor infraction, or were dismissed by the NCAA as non-violations. For each Level 3 violation, BU proposed corrective action which the NCAA subsequently ruled acceptable.

Respectfully submitted,

Nadine Mastroleo
Associate Professor
Faculty Athletics Representative



2019/2020 REVIEW

FACULTY ATHLETICS REPRESENTATIVE

1. ENSURE STUDENT ELIGIBILITY FOR NCAA, CONFERENCE & UNIVERSITY

- Confirm initial and continuing academic eligibility (reports prepared by office of Assistant Provost for Athletics Compliance)
 - Includes eligibility for practice, financial aid and intercollegiate competition
 - Reviewed for each athlete on each team (by semester)
- Verify student data generated directly from Office of Student Records (Registrar)
- Member, Admissions Review Committee for Special Talent UG Admissions

2. MONITOR ACADEMIC PREPARATION AND PERFORMANCE OF STUDENT ATHLETES

- Review academic performance for each team (reports prepared by Office of Institutional Research and Assessment)
 - Intercollegiate Athletics Committee (IAC) meetings:
10/8/2019 & 4/30/2020
 - Academic performance reports: Senior Associate Athletic Director
 - Notable Student-Athlete Academic Achievements**
 - Fall 2019 GPA overall 3.29
(71.3% exceed 3.00 GPA; 27 athletes earn 4.0)
 - Spring 2020 GPA overall 3.65*
(96.5% exceed 3.00 GPA; 75 athletes earn 4.0)*
 - 43 Chi Alpha Sigma Inductees (National Honor Society for Athletes)
 - 14 consecutive semesters of 3.10 GPA for Bearcat Athletics
- *COVID-19 impact on academics and this data includes adjustments made to P/F allowance for classes. America East did not give academic awards due to COVID-19.
- Facilitate scholarship applications, academic award nominations, and/or recommendations as needed for BU student-athletes

3. MONITOR COMPLIANCE ACTIVITIES AND RESPONSIBILITIES

- Notification of all compliance violations (self-report and/or reported) from office of Assistant Provost for Athletics Compliance
 - ♦ Ongoing awareness of NCAA compliance violations review processes, findings and recommendations
 - ♦ Monitor processes in place to implement/adhere to limitations in athletic abilities as directed by NCAA
- Review travel and competition schedules (prior to semester start)
 - Not required by America East or Binghamton Athletics
- Comprehensive rules education program and compliance processes maintained (via office of Assistant Provost for Athletics Compliance)
 - ♦ Receive educational pamphlets, daily e-mails on compliance education, meeting attendance, etc.

4. KNOWLEDGE OF NCAA AND CONFERENCE RULES

- NCAA Division I Operating Manual
 - ♦ Academic Eligibility (Bylaw 14)
 - ♦ Recruiting (Bylaw 13)
 - ♦ Financial Aid (Bylaw 15)
- America East Conference operating rules as required

5. DIRECT CONTACT WITH STUDENT ATHLETES

- Active membership on Student-Athlete Advisory Board
- Advisor and Trainer, Student-Athlete Leadership Institute
- Attend orientation for entering student-athletes
 - Met individually with each team during compliance meeting to discuss missing classes and ways to interact with faculty around schedules
- Review exit interviews for graduating/departing student-athletes
 - Survey distribution was disrupted due to COVID-19 and exit interview information was not collected
- Attend athletic events (Men's and Women's teams)

6. MAINTAIN CONTACT WITH ADMINISTRATION

- Monthly meetings and/or regular contact with Athletic Director
 - ◆ Attend monthly athletic department meetings
 - ◆ Once transition to remote, attended weekly athletic department meetings related to COVID-19
- Annual FAR Report
 - ◆ President's Office
 - ◆ Athletic Director
 - ◆ Faculty Senate Executive Committee
- Active athletic committee memberships
 - ◆ Intercollegiate Athletics Board (IAB)
Fall 2019 (10/14/2019)

7. CONFERENCE REPRESENTATION

- America East Conference
 - ◆ FAR Chair for America East (Term Fall 2019- Spring 2021)
 - ◆ Member Spread Respect Advisory Group
 - ◆ Member Time Obligations working group
 - ◆ Member of Administrative Group
 - ◆ Member of Coordinating Committee
- Faculty Athletics Representative Association - America East Liaison
 - ◆ November 2019 conference attendee
 - ◆ Named to NCAA Committee on Competitive Safeguards in Sports (CSMAS), 2020-2024

KEY:

- Indicates FAR engagement within standard
 - Indicates no FAR engagement initiated within standard
- (Note: below non-engaged standards are proposed dates for initiating FAR engagement)*
-

June 12, 2020

President Stenger,

For the academic year, 2019-2020, the Intercollegiate Athletics Board met once in the fall of 2020. That meeting was held on Monday, October 14.

One of the major topics of discussion included Athletics Director Pat Elliott explaining the national debate over the issue of "Name, Image, Likeness" (N-I-L).

Pat also talked about the Athletics Department's Compliance procedures. He explained that athletics programs at universities across the United States were under the microscope recently because of the "Varsity Blues" scandal where wealthy parents paid off coaches to get their children into a specific college or university. Pat explained that this could not happen at Binghamton as only 1 or 2 top people in athletics administration are even allowed to communicate with Admissions. He did tell the IAB members that Athletics conducted an audit, nonetheless. That audit confirmed Binghamton had "no issues."

The previous spring academic report was also presented. The report indicated that nearly 70% of all of our student-athletes earned a 3.0 grade point average or higher.

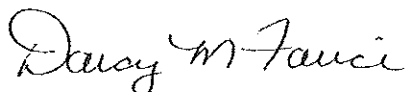
There were no votes needed or taken at the fall 2020 meeting.

The spring 2020 meeting was never organized as the COVID 19 pandemic interrupted normal proceedings and general operations on campus.

Agendas, meeting minutes and other materials discussed at the fall IAB meeting as well as all previous meetings can be found at <https://www.binghamton.edu/organizations/intercollegiate-athletics-board/>.

Let me know if there is anything else you need from me as Chair of the IAB.

Sincerely,



Darcy Fauci
Chief of Staff