

Tentative Agenda  
A&S Senate  
September 18, 2017

**Agenda**

**3:30-3:40:** Welcome, approve minutes, call for people to run for VP (floating member on EC, must be free at 3:30 Mondays), call for stop-gap service to fill vacancies on A & S Senate Committees through April elections

([https://docs.google.com/a/stonybrook.edu/document/d/1BTSj\\_gDz0Y2UI3NFZ0uJF4\\_dTHtmHuJYinYn2Rk-sgl/edit?usp=sharing](https://docs.google.com/a/stonybrook.edu/document/d/1BTSj_gDz0Y2UI3NFZ0uJF4_dTHtmHuJYinYn2Rk-sgl/edit?usp=sharing)).

**3:40-4:00:** Dean Kopp report: the College budget, the Strategic Plan, the creation of a new Center, the process to form a new department in the College.

**4:00-4:50:** Open Discussion, Q & A

(The A & S Senate Executive Committee has requested information on demographics and numbers of non-renewals and open searches/ recent hires, i.e. tenure-track, lectures, staff)

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A&S Senate Meeting  
Minutes  
April 17, 2017

I. Approval of agenda: approved.

II. Approval of minutes from March 20, 2017: approved.

III. President's Report (M. Schedel)

- This is my last meeting with you as your President. Darren Chase will be your new President starting in the fall.
- We are going into really difficult budget times for the next two years and there have been talks of closing programs if not departments. A program was closed on the East Campus and the students are being taught out. This body needs to be very active and insure that these closures, if they have to happen, are done in a transparent and fair way. J. Souza: How did that work out on the East Campus and what kind of details were worked out? M. Schedel: They finally agreed to keep people on with their stipends so that they could finish their degree program. It was bad but it worked out. The University Senate has been talking about expanding the language in the by-laws because currently it's only with changes to departments.

- The CAS is looking at a \$1.5 Mil cut that we absolutely have to make for next year not counting the raises that are going to happen. We have been running with a depleting savings in the past couple of years. It does factor in the new tuition increases but we don't know what impact excelsior is going to have. J. Souza: So we have no idea how this zero tuition starting this fall is going to affect it. M. Schedel: The University Senate just had a meeting with President Stanley. He has to present all this to the Stony Brook Board on Monday. They are still trying to figure it out and asking questions to legislature about how this is going to work. If it is unfunded, estimates are it will be \$16 Mil that Stony Brook loses because of this. I had mentioned evaluating tenured Interdisciplinary faculty. I know that's been a concern. S. Marsh: What sort of things pop up in your head about Stony Brook curriculum? I have found myself suddenly having become a lot more [indistinct] with the Stony Brook Curriculum. M. Schedel: I know they want to track how many courses are taught by the College of Arts and Sciences because more of those classes in the Stony Brook curriculum are under the College of Arts and Sciences so with this discussion at the executive committee meeting where the largest major at the school is the health sciences major. Those health sciences majors have to take the Stony Brook curriculum. The majority of those classes in the Stony Brook curriculum are offered by the College of Arts and Sciences. When enrollment gets larger in that major, the College loses money. We have to argue that this is another place that the College needs to say that we are doing this service therefore we need to adjust the budget model. I know we were having trouble fillings Arts classes particularly and they've been working on that. Trying to figure out the right amount of classes to offer has been a bit of a challenge. Norm, there were the two subject areas they want to add, diversity and [indistinct]. N. Goodman: There is discussion in the Undergraduate Council about the process by which we assess and examine the Stony Brook's Curriculum. Next Tuesday there is a retreat up in Albany put together by the Provost and the University SUNY faculty senate and the SUNY Council of Colleges to take a new look at the whole general education curriculum which may affect us. I will be there representing Stony Brook and will get you some feedback.

#### IV. Teaching Online (L. Unger and J. Jaiswal)

M. Schedel: TLT staff are great educational resource people, not just online. TLT wants to make sure that you know that it's teaching and learning and not just technology.

L. Unger: I am an instructional designer in the Faculty Center. I will let Jennifer Jaiswal introduce herself.

J. Jaiswal: I am an instructional technologist in the TLT. I have been working mostly with Blackboard. If anyone has not been online at all, as a starting point you can do something simple by posting your syllabus or posting your readings.

L. Unger: We haven't come with a prepared presentation so we thought we'd like to have more of a dialogue. The Center is gearing up as is the Provost's Office in terms of online education. We are offering workshops. Some of our workshops for online teaching we offer online. I am an instructional designer which means that I am not a technologist. My focus is teaching and learning. One of the best ways to ensure that students effectively understand

what we have set out for them and that they are able to achieve the goals that are identified in the course. We are happy to start with a Q&A to get the dialogue going.

M. Schedel: When Blackboard goes out, where can we host things for students behind a firewall such as China?

J. Jaiswal: Students can still access anything that is hosted on Google by logging in through the virtual sync site. If they are remote students they have access to virtual sync sites, they can log in at any time that they want. Because the computer is situated here in the US it would then open up all of those resources to them.

C. Haddad: Using [indistinct] as the class site and it works very well. Students can check their assignments and everything on their phone anywhere. They prefer it to Blackboard. This is a good alternative because there are no blackouts.

J. Souza: The downside of this is that the University does not support [indistinct].

J. Jaiswal: Not for academic and teaching purposes. It's a little harder on the back end to be able to get in there to help and assist with certain problems that may come up.

M. Schedel: Are there any plans for Blackboard to be better on mobile devices?

J. Jaiswal: There will be a new App to be released by the end of the summer. There is going to be the close down of the one app the students are using and it will go into the Blackboard student app that is currently available in the app store which will make things easier for students. There will be a Blackboard instructor app that will be released at the end of the summer.

J. Souza: Lately Blackboard has been really slow. I've had students complain about time outs when they are taking exams or quizzes. Is there anything being done to address the lag time that has been happening lately?

J. Jaiswal: We are willing to address it. There is a problem with Oracle installation that Blackboard is running so we have our tickets in with Oracle and we are starting to get better with the lag time over these past few weeks.

L. Unger: We did an analysis of Blackboard down time on campus and our up time is 99.9%. Given that Blackboard is accessible 24/7 for 365 days a year, that is actually a better up time ratio than all of SUNY per month so we are pretty stable. On the performance issue as far as things slowing down, that's infertile infrastructure. One of the things TLT is advocating for, since the President and Provost have put focus on online, we're saying we also need more infrastructure to support platform at that level.

???: Classroom space has always been a problem. Will there be more classroom space available on Blackboard?

L. Unger: Every single course that is registered text in solar are automatically has Blackboard section assigned to it.

???: I mean actual physical classroom space.

L. Unger: Not that we are aware of because we are not in that loop.

J. Souza: When the Echo system goes down I know many people then tend to take either their echo's or they take a video and put it on Blackboard instead and they run it off of Blackboard. Does that have detrimental effects when that's done?

J. Jaiswal: Actually that's one of the reasons why, if you've been checking your email recently, we sent out an announcement that we are going to be archiving older courses. When videos

are being posted to Blackboard it starts to take away its service base and we actually hit critical capacity. It used up about 98% of all the space on that server. We need to archive them to a secondary server.

L. Unger: Another issue that impacts Blackboards performance in place of the amount of space that a specific course takes up on our servers and that's the propensity of copying from one semester to another to another. So what happens is that it is glutted with a lot of old data that is no longer needed. We try to advise faculty to copy resources from term to term but not necessarily copy assignments for discussion forums or anything that is graded.

L. Unger: We also want to make you aware that TLT has a lot of other staff with expertise who can help you.

M. Schedel: At one point we had discussed having someone on the Curriculum Committee for when people move their class from in person to online. Do you know anything about this?

L. Unger: Not too typically. I have in the past been invited to a curriculum committee and also to the Graduate School Curriculum Committee to talk about what's involved in transitioning to online, whether it's advisable in certain cases not to transition fully to online but transfer to a hybrid. We can offer you options. If a course has never been Online they have to get prior approval from the Curriculum Committee.

V. Old Business: No old business.

VI. New Business: No new business.

Meeting adjourned.

Submitted by:  
Laurie Cullen  
Secretary