

## Historical Documents

Documents:

1. Minimal Instructional Responsibilities
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  3. Guidelines for New Departments, Programs, Institutes, Schools and Colleges
  4. Resolution on General Education
  5. SUNY Faculty Senate/UUP Joint Statement on Board of Trustees
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### 1. MINIMAL INSTRUCTIONAL RESPONSIBILITIES

Instructors at Stony Brook have teaching responsibilities that involve a broad range of methods. The following list of responsibilities does not define good teaching; it defines only a minimal set of conditions and practices that Stony Brook faculty members and teaching assistants are expected to observe in performing their teaching functions. These updated guidelines have been endorsed by the University Senate May 6, 1996.

#### I. Classroom and Conference Responsibilities

Instructors must meet their classes regularly and promptly, at times and places scheduled. Classes should be canceled only for the most serious reasons, and students should be given advance notice, if at all possible, of instructors' absences. Instructors must schedule and maintain regular office hours to meet their students' needs, minimally three hours per week, at times to suit the schedules of as many students as possible. Office hours should be announced in class and posted outside instructors' offices and in department offices. Instructors should be available for appointments with students who are unable to meet with them during regularly scheduled office hours. Instructors are responsible for careful supervision and classroom preparation of teaching assistants assigned to their course.

#### II. Course Definition and Requirements

Instructors must adhere to the Bulletin course descriptions. Prerequisites that are not stated in the Bulletin and Class Schedule may not be imposed. A written syllabus that clearly defines the content, goals, and requirements of each course must be distributed at the beginning of the course, made readily available throughout the Add/Drop period, and kept on file in the department office. The syllabus should include the Provost's Americans with Disabilities Act statement and information about examination dates and times, the policy on make-up exams, office hours, and the basis for the final grade. Instructors must conduct any teaching and course evaluation survey that has been approved by their departments or the College or University Senates. The results of course evaluations should be used in periodic reviews and revision, when appropriate, of the course.

#### III. Assessment of Student Performance

Homework assignments, examinations and term papers should be evaluated and returned promptly. Written comments, explaining the instructor's criteria for evaluation and giving suggestions for improvement, should be provided. Examinations and term papers submitted at the end of the term should be graded and either returned to students or retained for one semester. Instructors must observe the Final Examination Schedule that appears in each semester's class schedule booklet. Instructors of courses taught on the semester schedule may not give an exam in class during the last week of the semester in lieu of a final examination. Mid-semester advisory grades must be submitted to the Center for Academic Advising and final grades to the Office of Records by the deadlines announced each semester.

#### IV. Professional Conduct and Interaction with Students

Instructors must report all suspected occurrences of academic dishonesty to the Academic Judiciary. Instructors should always be aware that in teaching and advising they represent the University. They are bound by the University's sexual harassment policies. Instructors are also bound by University policies that prohibit any consensual relationships with students that might compromise the objectivity and integrity of the teacher-student relationship. Examples include romantic, sexual, or financial relationships. Instructors should strive to maintain the privacy and confidentiality of students' examination, homework, and final grades. In dealing with students, instructors should be polite, helpful, and fair. They should take into account the wide range of cultural factors and physical challenges that can affect learning, and should attempt to help students overcome any disadvantages.

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## 2. Minimal Undergraduate Student Responsibilities

By accepting responsibility for their education, students enhance the development of their academic, social, and career goals. It is expected that students accept responsibility for their academic choices as part of their educational experience at Stony Brook. Services are available to assist students with academic advising, long-range goals, and career explorations. Students themselves are responsible for reviewing, understanding, and abiding by the University's regulations, procedures, requirements, and deadlines as described in official publications including the University's Bulletins, the Student Handbook, and Class Schedules. The following guidelines were endorsed by the University Senate on May 6, 1996.

### Responsibilities in the Classroom

Students are expected to:

- attend class regularly unless other arrangements are made;
- arrive for class on time and leave the classroom only at the end of class;
- engage in class discussions and activities when appropriate;
- exhibit classroom behavior that is not disruptive of the learning environment.

### Course Responsibilities Students are expected to:

- observe the requirements for the course and consult with the instructor if prerequisites are lacking;
- obtain and understand the course syllabus;
- keep up with the course work and take all scheduled examinations;
- address any conflicts in syllabus and exam scheduling with the instructor as soon as possible;
- review all graded material and seek help if necessary;
- as soon as possible notify the instructor of any disabilities that might interfere with completion of course work;
- fairly and thoughtfully complete the course evaluation form.

### Academic Progress

Students are expected to take an active part in assessing their academic progress each semester, and to monitor their progress towards completion of graduation requirements. They are expected to:

- review academic policies and procedures described in the current Undergraduate Bulletin and its Supplements;
- know basic University, college, and departmental graduation requirements in their chosen majors and minors so they may plan completion of these requirements;
- maintain personal copies of a tentative degree plan, progress reports, general educational material, and transfer credit evaluations until after graduation;
- see that any academic records from other universities are transferred and received by all the appropriate

offices (Admissions and Undergraduate Transfer Office) for evaluation.

Interactions with Faculty, Instructors, and other Students

Students are expected to:

- understand the concept of academic honesty and adhere to its principles;
- be respectful and polite to all instructors and other students;
- be familiar with and abide by the University's sexual harassment policies as well as University policies regarding consensual relationships between instructors and students;
- consult the Student Conduct Code about other aspects of student conduct in and out of the classroom.

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3. The document below came about from negotiations between the University Senate and Administration. It was approved by both:

### **GUIDELINES FOR NEW DEPARTMENTS, PROGRAMS, INSTITUTES, SCHOOLS AND COLLEGES**

The educational mandate of SUSB is described in the Master Plan of the Board of Trustees of the State University. That charge is elaborated in academic detail in the Mission Statement and periodic Master Plans of SUSB, which are developed in consultation with its faculties for review and approval by the Chancellor. It is the responsibility of the academic officers to plan, in consultation with the appropriate Senates or other governance bodies, the step necessary to implement the approved Master Plan of SUSB. The Master Plan is typically an academic rather than an organizational statement. Achievement of its goals may, with due concern for program diversity and quality, enrollment targets, and consonance with the mission of the campus, require creation of new departments, institutes, programs, schools and colleges. Plans and schedules of initiation for such new units will be prepared by the academic officers in consultation with the appropriate governance bodies.

#### Departments and Programs:

1. A department is an academic unit in a school or college offering a curriculum leading to a degree or certification and having a chairman who reports to the head of a college or school.
2. A program, for the purpose of these guidelines, is an academic unit, reporting to the head of a college or school through a director, that offers a coordination of courses and other instructional or research activities that has a curriculum leading to a degree or certification. Programs are of two kinds:
  - A. An interdisciplinary program may coordinate activities of two or more departments.
  - B. A program may be an academic unit that by reason of its small size or stage of development has not been given departmental status.

Programs administered entirely within a department, such as the graduate programs or the undergraduate programs of a department, do not fall under these guidelines. Some grad programs are also interdisciplinary.

#### Institutes:

In order to best fulfill the mission of the University and to take advantage of opportunities, it may be advantageous to create institutes. These institutes will be of three different types.

I An institute that requires no significant University resources, such as personnel and OTPS, and relies on faculty and staff that already have primary appointments in existing units.

II. An institute that involves staffing from university resources, such as secretaries and professional employees, but whose faculty have primary appointments in existing units.

III. An institute that involves faculty resources whose primary (50% or more effort) responsibility is the institute.

The academic administration may create Type I institutes and then inform the Executive Committee of their action. In the case of the creation of Type II institutes, the Provost should submit a plan to the Executive Committee for its consideration. The Executive Committee might ask appropriate Senate committees to review the proposal. A response from the Executive Committee should be within two months of receipt of the proposal during the academic year. Institutes of Type III will follow the same procedure as those for the creation of new departments, etc., and therefore, will involve full Senate review.

### **Procedures for New Departments, Programs, Institutes III, and Schools**

1. The proposers of the new units, after consultation with the appropriate academic officers and faculty, will prepare a proposal which is drawn up in reasonable detail concerning the following:

a) The need for the new unit, identification of the clients that it will serve, the way it will augment the University's offerings, and the way it will interact with existing academic units and programs.

b) The curriculum or mission of the new unit.

c) The resources needed for the unit personnel, budget, special equipment, space, etc.

d) The resources available or anticipated for support of the unit.

e) An assessment of existing library resources and a statement verifying the adequacy of these resources for the proposed unit.

2. When the unit is housed entirely within one school or college, the appropriate Dean will transmit the proposal to the appropriate Senate for its consideration. If the new unit involves more than one school or college, then the proposal should be submitted to all the appropriate Senates by the Deans. The Dean(s) will then forward the proposal with the comments from the Senate(s) to the Provost. The Provost will then submit the proposal to the Executive Committee of the University Senate. The Provost's submission should include a schedule for phasing-in of the unit, a description of the unit's ultimate order of magnitude, and the information specified above in "a" through "e". The Executive Committee will send the proposal to the appropriate standing committees for review. After the receipt of their comments, they and the proposal will be presented to the Senate for its consideration. The submission to the full Senate will take place no later than four months after receipt of the proposal by the Executive Committee.

### **Procedures for New Schools and Colleges**

The proposal for a new school or college should follow the same procedure as for a new department. The proposal, however, should normally include the recommendations from an external review committee of

outstanding scholars qualified to advise the University on the academic and organizational issues that the proposal presents.

### **Procedures for Transfers, Combinations, Divisions and Elimination of Units**

Proposals to transfer, combine, divide, eliminate or elevate units should follow the procedures similar to the creation of a new unit. For example, the elevation of an institute of Type II to Type III would require full Senate evaluation, while elevation from Type I to Type II would involve the Executive Committee, and possibly the standing committees.

November 1986

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#### **4. Resolution on General Education, passed December, 2000.**

The University Senate, speaking in the name of the faculty, professional staff and students of the State University of New York at Stony Brook, rejects the attempt by the SUNY Provost's office to determine on a course-by-course, rather than programmatic, basis the program of General Education required by this (and other campus(es)). We reject this effort on the basis of the long-standing academic tradition that local campus faculty and not administrators (certainly not system administrators removed from the campus) are responsible for the content of the academic curriculum. In addition, this view is supported by the *Report of the Provost's Advisory Task Force on General Education*, Spring/Summer, 1999 and, specifically, by the procedural guideline that says the "Campuses are charged with devising distinctive and varied ways of achieving the goals of General Education in the spirit of and within the parameters defined by the Trustees' resolution" (emphasis supplied). That approach was in keeping with the Board of Trustees' Resolution 98-241 on General Education, passed in December 1998, that specified that "1. The faculty of each institution will retain the responsibility for establishing the specific course requirements and content of a General Education curriculum reflective of the best practices in American higher education" (emphasis supplied).

Specifically, the University Faculty Senate of the State University of New York at Stony Brook calls upon its administration to reject similarly the intrusion of the SUNY Provost's office into the academic processes of the campus and to reaffirm its faith in the ability of its faculty, nationally renowned for its scholarship and with an aggregate of hundreds of years of teaching experience to many thousands of students over the years, to determine a "curriculum reflective of the best practices in American higher education."

We believe it is of critical importance to make our wishes known to the administration because it is at the very essence of campus and faculty governance.

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#### **5. Below is the final version of the SUNY Faculty Senate/UUP joint statement passed by the Stony Brook University Senate on Monday, April 5, 1999:**

A JOINT STATEMENT  
STATE UNIVERSITY OF NEW YORK  
UNIVERSITY FACULTY SENATE & UNITED UNIVERSITY PROFESSIONS

We are the representatives of the faculty and professional staff of the State University of New York and we speak today with a single voice -- representing the University Faculty Senate and United University Professions--in expressing no confidence in the State University of New York Board of Trustees.

We address this Resolution to the Governor and to the Legislature and to the People of the State.

We also address this resolution to the State University of New York community - faculty and professional staff, students, administrators, and alumni.

We do so because we believe that State University of New York - the people's University - is at a crossroads in its history, and that the Legislature and the Governor must exercise together their stewardship for State University of New York.

As faculty and professional staff, we affirm our commitment to the Mission of the University:

To provide to the people of New York educational services of the highest quality, with the broadest possible access, fully representative of all segments of the population, in a complete range of academic, professional and vocational post secondary programs including such additional activities in pursuit of these objectives as are necessary or customary. These services and activities shall be offered through a geographically distributed comprehensive system of diverse campuses which shall have differentiated and designated missions designed to provide a comprehensive program of higher education, to meet the needs of both traditional and non-traditional students and to address local, regional and state needs and goals. (Mission Statement, Chapter 552, Laws of 1985).

We note also that the policies of the Board of Trustees state that:

The University faculty shall be responsible for the conduct of the University's instruction, research and service programs. (Article VI, Sect. 3).

The faculty of each college shall have the obligation to participate significantly in the initiation, development, and implementation of the educational program. (Article X, Sect. 4).

The Senate shall be the official agency through which the University Faculty engages in the governance of the University. The Senate shall be concerned with effective educational policies and other professional matters within the University. (Article VII, Title A).

We note further that United University Professions is the recognized collective bargaining agent for the faculty and professional staff with respect to salaries, wages, hours, and other terms and conditions of employment. (Article 1, 1995-1999 Agreement between the State of New York and United University Professions).

The University Faculty Senate has always worked to foster and maintain a cooperative relationship among faculty and professional staff with the Board of Trustees and System Administration staff in order to strengthen the teaching-learning process and the overall quality of the State University of New York. This cooperative spirit was demonstrated repeatedly by such initiatives as Mission Review, Distance Learning Panel, and the Final Report of the Joint Task Force on General Education.

It is our solemn responsibility, our professional obligation, and our moral duty to speak for the University when we believe its integrity, its governance, its reputation, and its ability to serve its students, and the people of New York is impaired by the actions of the Board of Trustees. Never before have we so spoken and we do so now only from the deep conviction that the University is in a time of great jeopardy.

We believe that the Board of Trustees is not fulfilling its stewardship of the State University of New York. On numerous occasions the Board of Trustees has been neither collegial nor collaborative. Its action are

imperiling the university. We lay before the Governor, Legislature, and the public the following particulars:

The Board of Trustees has failed in its responsibilities by:

Allowing ideological views to dictate the academic direction of the University;

Diminishing the University as a comprehensive system of diverse campuses;

Failing to advocate for strong financial support of the University;

Seeking to significantly disrupt the public mission of high quality health care delivery to the people of the State of New York by attempting to remove State University of New York's teaching hospitals from the University;

Failing to conduct fair and open searches for the most senior administrative positions in the University and disregarding affirmative action guidelines.

Violating its own policies (Article 10, Section 4; Article 7, Title, A) by imposing a mandated general education policy for all campuses without the direct involvement of legitimate faculty representatives, chief academic officers, or presidents.

Disregarding well established practices of consultation, communication, and open discussion within the University community and with the Board of Trustees, and excluding the legitimate representatives of the faculty and professional staff.

We the University Faculty Senate and the United University Professions consider these actions of the Board of Trustees to be harmful to the functioning of State University of New York as a quality system of public higher education, and damaging to its reputation and standing in the academic community.

We believe this Board of Trustees has also disregarded the public's support for public higher education in the State of New York.

In light of these actions, and in the most solemn and urgent terms, we declare that we have no confidence in this Board of Trustees. We call for the immediate appointment of a new Board of Trustees that will properly carry out the statutory mission of the State University of New York. We call upon the Governor and the Legislature to restore support for the State University of New York.

Adopted By:

Campus/Chapter: \_\_SUNY Stony Brook\_\_ Date: \_\_April 5, 1999\_\_