



176th Spring Plenary

SUNY Canton

April 20-22, 2017

Stony Brook Senators in Attendance: Stephen Walker, Fredrick Walter, Pamela Wolfskill and Edward Feldman, Immediate Past VP/Secretary, Executive Committee

Others from Stony Brook: Norman Goodman, Co-Editor *Bulletin*, Executive Committee

Theme of Meeting: SUNY Diversity and Inclusion “Making Diversity Count”

Highlights

- The President’s Report—Peter Knuepfer
- Chancellor’s Report with Chancellor Nancy Zimpher
- Sector Reports—with Chancellor Zimpher
- Provost Office Report—Alexander Cartwright, Provost and Executive Vice Chancellor
- Budget Office Report – Eileen McLoughlin, Sr. Vice Chancellor for Finance & Chief Financial Officer
- OPEN SUNY /Credentialing/ Competency Education
- Faculty Council of Community Colleges Report—Nina Tamrowski, President
- CUNY University Faculty Senate—Kay Conway, Chair
- SUNY Student Assembly Report—Marc Cohen, President
- Resolutions

Friday April 21st

Call to Order & Introductions

Welcome: Senator Barat Wolfe and President Zvi Szafran

UFS President Election

After multiple ballots, the winner was Gwen Kay.

We will need a new vice president. On an interim basis, someone from the Executive Committee will serve temporarily; an election will be held at the fall meeting to fill the remainder of the term (June 2018). That person must be a senator in fall 2017, although once elected they will no longer serve as senator, as per bylaws. If interested in serving, please contact Scott Goodman until June 30, and Keith Landa after July 1.

Exec Committee Report & Introduction of Resolutions: Gwen Kay

Resolutions were introduced and briefly discussed. All resolutions were distributed pre-plenary. The resolution on the impact of broad-based fees was returned to committee; a resolution in support of faculty vote at New York State College of Ceramics at Alfred University was added.

President's Report: Pete Knuepfer

Transition: incoming president will attend many May, June meetings with outgoing president, and meet people at System. Important dates were previously shared; will work closely with president-elect to help smooth pathway, and work with new chancellor.

Chancellor: process is in final stages. Monday afternoon, 3 pm Board of Trustees special meeting to announce the new person.

Budget: Excelsior scholarship – provides tuition to student accepted into SUNY, CUNY if family income below \$100,000 (up to \$125,000 over three years), as last dollar award after TAP, Pell, and other scholarships. The tuition charged to each student is 2017-18 tuition, returned to campus as tuition credit. Requirements include 30 credits/year, GPA, NYS residency post-graduation (or reverts to non-interest loan); currently this last is also in Teacher Education and STEM scholarships. What is unknown: impact on community colleges? Four year schools? Yield this fall versus fall after?

SURC: today, at SUNY Fredonia, tomorrow at Suffolk County Community College. UFS supports this with funding. Graduate Student Research symposium at Empire State (March), after which several students went to Albany to talk with their legislators.

General Education: starting to brainstorm as we re-think the future. Will work to get big participation, presence in the discussion early and often so that our out-of-the-box ideas are there. Participants early are Pete Knuepfer, Gwen Kay, Wendy Gordon, Norm Goodman, and Ron Sarner.

TeachNY: moving to Board of Trustees. All comments have been read, heard, and are reflected in the final document.

Budget Office Report: Eileen McLoughlin, Senior Vice Chancellor for Finance & CFO

The challenge was to stabilize SUNY. The 2017/2018 enacted state budget has passed and SUNY direct support is basically flat. State will provide at least flat General Fund support (inclusive of employee benefits) to SUNY from 2017/18 to 2020/21; the Capital Budget for buildings and renovations is up by \$350 million; Board of Trustees is authorized to increase resident undergraduate tuition by a maximum of \$200 a year for five years; loss of direct state tax support for Teaching Hospitals (\$9.3M); and no additional support included for future collective bargaining settlements

The Excelsior Plan is a three year roll out. There is concern that the payback to the institutions is to happen after the year, not up front (\$120 million paid back after the fact). This could present a risk to some SUNY institutions. New regulations will be set by the Higher Education Services Corporation (HESC) by the end of May. Statutory College students had higher tuition rates and would receive up to \$6,470 tuition credit. There are still many unknowns, hopefully many resolved by the end of May, others will be worked out over time.

Excelsior Fall 2017: students with household adjusted gross income (AGI) of \$100,000 or less are eligible to receive free tuition from SUNY or CUNY

Excelsior Fall 2018: students with household adjusted gross income (AGI) of \$110,000 or less are eligible to receive free tuition from SUNY or CUNY

Excelsior Fall 2019: students with household adjusted gross income (AGI) of \$125,000 or less are eligible to receive free tuition from SUNY or CUNY

Enrollment Requirements Must be in an approved program, leading to an undergraduate degree at SUNY; must attempt at least 12 credits per semester and must complete 30 credits in one year, including summer and winter session; tuition frozen at \$6,470 for recipients, until 2021/22.

After SUNY Requirements: must live in NY for the number of years he/she received an award

Must work ONLY in NY; cannot work in another state. If post-graduation requirements not fulfilled, award will convert into a loan

Provost's Office report: Alexander Cartwright, Provost and Executive Vice Chancellor

Briefed the senators on the System Performance Improvement Plan, highlighting its focus on educational effectiveness and strategic enrollment (EESE). The primary objective of EESE is to ensure that SUNY delivers educational programs that respond to the needs of the state, nation, and educational goals of students. Alignment of these impacts grants for curriculum development; diversity and inclusion; research; workforce development/curriculum; and applied learning.

The common strengths of EESE: clear vision/distinctiveness of SUNY; investment in research and programs; integrate students services; use data analytic to make/data driven decision making; support faculty innovation.

The identified challenges: enrollment; competition among SUNY campuses; non-SUNY and out-of-state competition; need investments in professional development; keeping pace with technology; emerging fields.

Will address emerging themes through collaborative solutions to broad challenges and new approaches to academic program development. 293 proposals submitted by 53 campuses, hoping to fund as many as possible.

A discussion about general education requirements is beginning.

Open SUNY/Credentialing/Competency Education:

Kim Scalzo, Director of Open SUNY

OpenSUNY continues to support the development of online and blended courses and programs, to promote access and completion by our students. There are currently over 500 online programs, offered by 42 campuses. The number of students taking more than 50% of their coursework online continues to grow. OpenSUNY supports students with help finding courses, orientation to online learning, online tutoring and helpdesk, and early alerts to promote success; supports institutions with readiness assessment, enrollment planning, and generating leads on students; and supports faculty through the Center for Online Teaching Excellence, and the communities of practice and competency training available to faculty.

Carey Hatch, Associate Provost for Library & Information Services

SUNY is investing substantial funding into Open Educational Resources (OER). Initially driven by concerns about how textbook costs are impacting college affordability, adoption of OER can provide an opportunity for faculty to rethink, redesign their courses around open content and open pedagogy. Studies have shown that adoption of OER can lead to increased student retention and success in courses. SUNY's commitment to OER reflected in the amount of IITG funds for OER projects, establishment of the SUNY OER Services office. Five SUNY community colleges have committed to developing fully-OER degree programs. Community colleges have made more progress than the state-operated campuses.

There are additional changes to the academic technology landscape worth monitoring, but their long-term impact is more speculative. Micro-credentials have the potential to augment certain aspects of training, workforce development from full degree programs. The SUNY FACT2 Micro-Credentials Task Group is developing a set of tools, frameworks, and resources for faculty and administrators to use in planning and developing micro-credential initiatives. MOOCs continue to develop and can provide successful degrees and workforce development for motivated students. BlockCert is starting to be used to allow students to own a certified report of their credentials. It's unclear how these and other developments in academic technologies may or may not disrupt current models of higher education, but it's likely that higher education will look significantly different in the next couple of decades.

Sector Reports: Chancellor Zimpher

University Centers: Chancellor Zimpher, we want to acknowledge and thank you for the multiple ways that you have supported the university research centers' unique mission of scholarship, innovation, and research during your tenure. We would like you to encourage the new Chancellor to broadly advocate for SUNY research and sustain support for SUNY's rich, productive, world-renown research within a context of dwindling support and restrictive immigration policies at state and federal levels.

Chancellor's Comments: Centers - 8 years ago there was a lot of drama surrounding the research foundation which impacted our individual campuses. We have since changed the image of the research foundation, and strengthened the membership of the board. When I had the opportunity to chat with each of the chancellor candidates, I told them I would like to be starting now. We have set the table for growth. I will pass along the advocacy role. And since I'm not dropping off the planet I will continue to advocate. I share with you great anxiety but there has to be a political way. I appreciate your comments very much. I will be your translator and advocate as much as I can be.

Health Sciences: The academic health science centers serve an important public health role. We educate the future health care practitioners who will care for the people of New York. Our hospitals and clinics serve a dual role as teaching laboratories and sites for applied learning. Our graduates practice in New York in large numbers, providing economic and social value to their communities and the state as a whole. Our faculty are integral to the discovery of new scientific medical advancements.

As we provide care to a large number of uninsured and underinsured individuals, the uncertain future of health care presents a challenge. Our hospitals are critical to carrying out our mission, yet our Governor consistently underfunds them. Things brings up the question of whether SUNY should remain in the hospital business, and if so, how?

We see opportunities for collaboration between our campuses, in both the clinical care and research arenas, as well as opportunities for our allied health programs to integrate with our medical schools.

We are grateful for your support of a health science center model that includes hospitals, and we hope the new Chancellor will share the same level of support.

We see a great deal of opportunity for our sector to work with Dr. Azziz. We hope to see him engage with faculty and develop relationships with faculty leaders in addition to his serving as a conduit between the Board of Trustees and the campus presidents.

The unique issues that face our sector are both a strength and a challenge. Again, we appreciate your support and look forward to hearing your insight.

Chancellor's Comments: The status of health science education is not business as usual. We need to get outside ourselves with a critique. We do not have the attention of the policy makers. The review conducted downstate made it clear that we are not understood or included. This is not intentional disregard but more benign neglect. We need to do something different in order to get a different result. There is a crisis right now over DSH money, which reimburses the hospitals for costs already incurred. We need to hang on to what matters most. We educate the doctors, nurses, dentists and optometrists of NY and treat a more diverse population than our peers and provide well-being of the population. Children can't learn if their health needs aren't met. I hope new eyes on the problem will bring new creativity. We still have a long way to go. I would like to see more of the schools working together.

Technology: The Sector is appreciative of the opportunities it has had at UFS Plenaries to interact with the Chancellor.

Our Sector is an exciting place to be for opportunities and threats. The Sector pro-actively leads. It produces unique returns on investment – invest in us.

SUNY EXCELS – The Tech Sector excels in Access, Completion and Success. We are leaders in providing Access to Under Represented Minorities and first generation students. The Technical Sector are leaders in Degree Completion. We are the only SUNY sector that leads in graduation rates in comparison to National Public and National Privates (determined by Carnegie Class). (2015 Student Success Data Brief.) Who knew? We need assistance in waving this flag.

The Technical Sector are leaders in Student Success. We are workforce leaders.

We are recognized as leaders in Applied Learning and our special purpose programs.

In the last 20 years we have increased enrollments by 32% with only a 5% increase in full-time faculty. (Report on the Gender and Ethnic Composition of State University of New York Faculty 1995-2015)

We can do better with INVESTMENT in us. We are behind the other sectors in the ratio of women to men, in the number of Under Represented Minority faculty. Only 13% of our full-time faculty are Under Represented Minorities, 10% below the SUNY average. During the ten-year period from 2004- 2013 our retention rate has increased from 60.5% to 70.4%, a 9.9 percentage point improvement. In just the past five years, the retention rate has increased 7.9 percentage points.

We can do better. Invest in us. We are a unique, proven resource.

We are increasingly pursuing efforts in Economic Development. We have histories of turning out students prepared for jobs with applied learning and internships/practicums and workforce development.

You have suggested to us that we pursue public private partnerships as a source of investment in us. We are a Social Enterprise and welcome all investment – from individuals, private sector, foundations, government and even the NYS legislature. However, we do not have the resources to efficiently pursue these sources. We ask that SUNY package existing and new resources in a Development Organization to pursue funding with shared expertise that will provide an efficient, realistic way to expand our impact on those students we serve.

Statutory/Specialized Colleges: We offer specialized services that are in high demand in the state and country, bringing a high degree of focused expertise and a strong reputation to SUNY and to New York. Our economic impact is high; we have programs such as Cornell Cooperative extension and the Industrial Labor Relations school that have offices across the state, research in materials and high-tech areas that relate directly to industry, and unique services such as forestry, veterinary medicine, maritime training, material engineering and nanotechnology. We create informed graduates who are ready to become leaders in new and growing fields, as well as in areas that have always been economic and intellectual powerhouses for the state.

What our challenges are: The relationship between SUNY and the private universities within which the statutory colleges or contract colleges reside is a perennial issue for the sector. The biggest challenges for the next chancellor will be to understand the missions of the statutory colleges and to ensure that both their specific missions and the overall mission of service to the public good are maintained in the face of the private partners' needs to serve their own interests.

Opportunities for the sector in the future: We see our sector continuing to increase our reputations and capabilities to serve our students, the state, and the greater good. We are developing cooperative agreements with other SUNY schools to develop more programs, and we see ourselves continuing to be leaders in specialized training and innovation.

This semester's issues: summer school profits at Cornell are all being absorbed into the main budget, not going back to the departments that offer the classes. The completion and agreement of the SUNY/Alfred University MOU is necessary.

Chancellor's Comments: Although she has worked long and hard on the awaited MOU with Alfred University, it will probably not be completed before she leaves. She has read the latest draft of the NYSCC Alfred University Unit Head Resolution and will continue to work on it in the time she has left. As for the Statutory colleges, she has not been able to crack the code on how to expand on their extension system across the state. She had hoped for more progress in that, but it wasn't at the top of her list. There are only 2 states with land grant institutions that are combinations of public and private, and she sees no reason not to use the extension concept through SUNY; it's a great option that we haven't made enough use of. That would require work between the new Chancellor and the Dean of Extension. The situation with the Statutory Colleges and the Excelsior scholarship has come up in discussions, although the resolution is unclear. We supply more support for the independent sector than any state except Texas, and it's important to develop partnership with the independent colleges. We should be building more partnerships between community colleges and the 4-year colleges for transfers instead of losing them to privates, though. She would like for this sector to articulate its priorities to the new Chancellor.

Comprehensive Colleges: Thank you again Chancellor, for the work that you have done with the Senate and your willingness to attend our plenaries.

In thinking over what we would like to convey to you to convey to the next Chancellor, it all comes down to values: the values that we in the comprehensive colleges sector aspire to, and the value that we bring to the SUNY and to the state. The comprehensive colleges embrace SUNY's mission to provide "*a geographically distributed comprehensive system of diverse campuses which shall have differentiated and designated missions designed to provide a comprehensive program of higher education*". We play a critical role in supporting the Access agenda. Geographic access certainly. But also the access to faculty that characterizes our sector - in the classroom, as mentors, as co-inquirers with our students. Access to experiential and applied learning opportunities that engage our students with the community. And most of all, providing access for students of diverse backgrounds and preparations. We take students from their individual point A's, and provide a framework of liberal learning and preparation in their disciplines to allow them to reach their point B's.

Our programs exemplify the relationship and creative tension between Liberal Arts education and professional studies. While preparation for careers is important for our students and for the state, we believe that higher education is more than just workforce training. In this era of alternative facts and fake news, a broad liberal arts education to complement professional development of our students is more important than ever, and is what we aspire to. We want to prepare students not just for their first job, but to be successful across their careers. Ideally we are preparing students to make a difference in the world, as engaged citizens and members of their community.

What do we bring to the table? Our campuses, which are right-sized to provide reasonable resources, equipment, and opportunities for our students, while still maintaining direct access to faculty expertise. Our history as schools of education that is shared by most members of our sector, that informs our missions, and provides a framework for our focus on practice, service, and pedagogy. (Even at Purchase, where we have no school of education, practice and pedagogy are key for our programs.) And a commitment to service that is distinctive to our sector, service by faculty and staff to the campus, and service learning opportunities for our students.

We've spoken many times of the challenges we are dealing with. Changing demographics and their effects on enrollments. Compression from the other sectors in SUNY. Authorization of new programs that merely cannibalize enrollments from existing programs at other SUNY campuses, instead of coordinating enrollments to make use of existing programs and facilities. I wish we would have had the opportunity to continue the conversation on differentiation between and among sectors in SUNY that we began last summer. I would like though to raise up two additional challenges we see. Unfunded mandates are reducing the time faculty can devote to the high-impact instructional approaches so important to our sector. And the push for job training is putting pressure on the balance between liberal learning and professional studies that we seek to offer.

We see a number of opportunities on the horizon. We look forward to the potential for the TeachNY process to not only reform the teacher education curriculum, but also the potential for ripple effects out to infuse similar pedagogical examination in other areas of the curriculum. We hope to generate a virtuous cycle, sending out a new generation of teachers to impact their communities and support the students who come to us in the future, and also having similar impacts through other programs that engage our communities, such as social work and others. The potential to develop a true 21st Century general education program would provide an opportunity for us in the comprehensive colleges sector to revitalize our missions. And we look forward to working with SUNY to promote a broad understanding of the value

of comprehensive higher education, focused on work in the discipline coupled with liberal learning and 21st Century skills.

Thank you.

Chancellor's Comments: Changing mandate: The old mandate for comprehensive colleges was clear but traditional. We've discussed many times that change for the sector has felt like "being run over by a Mack truck". This sector will be most changed in the next decade, but not in a negative way.

Citizenship and civics: This is key to the future of our state and country, think about how people voted and how many didn't vote. Sandra Day O'Connor had a vision of citizenship, the comprehensive sector can be the champion in this area.

Pedagogy: You are educating a nation, understanding of pedagogy and discipline-specific knowledge resides in your sector. Why are we citing Finland and Singapore and Japan as leaders in education? Your job is to do it better. The fall plenary focus on teacher education was a great start.

Scholarship of teaching and learning: Ernest Boyer understood what teaching and learning means to scholarship and research. We need to bring reflective practices into our own pedagogy and into the tenure process.

Workforce development: We'll win the educated workforce battle, integrating liberal learning and skills. The dilemma is you want to embrace applied learning without selling out to workforce mentality. The tech sector is embracing it. How will you do it?

CGLs: Chancellor, the CGLs always begin their report with how many of us are in attendance, and this plenary there are 20 of us here, representing different sectors. We began with a discussion of what was going well on our campuses -- this included by laws changes, promotion and tenure revisions and the new presidents, provosts and deans that have come to campus and the enthusiasm for change. Applied learning and the clarity of the documentation and how governance was to be engaged was well received, some campuses reported that they were going to approve it as a graduation requirement while others did not think that they could do it as a requirement for graduation. General education was a big topic of discussion and SUNY's plans for revision of the program and that campuses were reporting that many were engaging in sweeping changes in their general education programs and were very concerned about the new initiatives from SUNY and how that would affect the work they were doing.

We were asked to provide you with some things to talk to the new Chancellor about and we came up with five things that are vital that you and your staff have encouraged, piloted and otherwise wrestled with over the years.

Communication is high on our list of great things you did to increase governance at all levels. Including the CGL's on Memorandums to Presidents (MTP) gave us a place to start the conversations with our Presidents and Provosts. We also wanted to applaud the documentation associated with applied learning; almost all campuses reported that they were deeply engaged in the process from a governance aspect.

We also wanted to thank you and Provost Cartwright for the small team meetings with each campus; we found that being invited to that table elevated the status and credibility of governance. We would like to see

these kinds of discussions continue where we have faculty, staff, administrators and System people all at the same table. It was a very inclusive way to have feedback into the processes.

Cognizant of the shared governance statement that is going forward, we want to reiterate that it is important that things be written down. The unwritten rule can so easily be obscured and we would ask that things like, including CGLs on MTPs, when appropriate, be written down on how an idea becomes a policy.

Last, we thank you for encouraging us to reach out to our administration and to invite them to present with us at the SUNY Voices meetings. Many of us asked and some have had success so they will be joining us. We continue to be interested in engaging with educational efforts around shared governance and look forward to creating new opportunities to bring faculty leaders, administrators and System people together to talk about the benefits of truly sharing governance.

In closing, we wanted to let you know that we heard your answer to our question at Old Westbury, “what would you have liked to know or have when you arrived at SUNY” – your response was a briefing book. So many years later, we’ve created a briefing book of our 30 campuses represented by the CGL Group of the UFS, we’ve all signed our pages and we again would like to express our gratitude for your support of shared governance.

Chancellor’s comments: Thank you. I hope you will also give this briefing book to my successor.

SUNY General Education Middle States & Institutional Learning Outcomes: Deborah Moeckel, Assistant Provost for Assessment & Community College Education

Explained SUNY system’s and Middle States’ respective general education parameters, outlining the convergences and divergences. SUNY does not require scientific reasoning, values and ethics with respect to diverse perspectives, or global awareness and cultural sensitivity. Middle States is concerned with student learning outcomes, not specific numbers of credits. For Middle States, the goal is to demonstrate how students obtain instruction in the desired outcomes, which can be delivered outside of traditional programs and courses. Being able to assess the outcomes is critical, and unconventional methods of delivering them can be difficult to assess.

Stressed the importance of assessment, explaining the importance of using curriculum maps to demonstrate all students can get instruction in the specified outcomes, and can be assessed. Acknowledged that these “processes are complex and labor intensive”, but argued that the efforts contribute to improved teaching and effectiveness of students demonstrating that they have acquired those skills. Assessment also provides a mechanism to make program adjustments when students are not demonstrating the desired outcomes. Institutions are expected to use the assessments to improve the ways they deliver the general education categories and how they are met by all students.

Committee Reports: See reports distributed

Equity, Inclusion & Diversity: Tim Gerken

Ethics & Institutional Integrity: Carlie Phipps

Governance: Peggy DeCooke

Graduate & Research: Rosalyn Ruffer

Operations: Heather Maldonado

Programs & Awards: Bruce Leslie

Student Life: Jan Trybula

Undergraduate: Ron Sarner

Saturday April 22nd

Call to Order

Faculty Council of Community Colleges: Nina Tamrowski, President

Applied Learning reports due May 1; at this time, only Cayuga Community College is requiring applied learning as a graduation requirement. NYS Budget outcome is bad, as all schools save one will lose funding. Excelsior Scholarship impact and concerns that may increase enrollment; will developmental education courses count towards the 30 credits? Reminder of Oct 6-7 SUNY Voices CGL Conference

SUNY Student Assembly: Marc Cohen, President

Rochester SA meeting was largest spring conference to date with over 300 attendees. The resolutions passed were discussed, and Marc reported that his goal is to pass resolutions that bring about progress. SA supports the Excelsior Scholarship.

CUNY University Faculty Senate: Kay Conway, Chair (video)

UUP: Fred Kowal, President (video)

Sector Representative Elections

Comprehensive Colleges: Keith Landa (Purchase)

Health Sciences: Kerry Greene-Donnelly (Upstate Health Sciences University)

Statutory and Specialized: Anthony Hay (CALs, Cornell)

Technology: Barat Wolfe (Canton)

University Centers: Walt Little (Albany)

Resolutions Discussion and Voting

1. Resolution in Appreciation of Chancellor Nancy Zimpher, passed 46-2-2
2. Joint Statement on Shared Governance (already approved by Faculty Council of Community), passed 37:1:1
3. Resolution on Contingent Faculty in Governance, passed 28:16:2

4. Resolution of Faculty Involvement in Administrative Searches, passed 38:0:1
5. Resolution on Part-Time Assistantships, passed 33:2:2
6. Resolution on Postdoctoral Fellowships, moved back to committee, 33:7:1)
7. Resolution on Broad-Based Fees – referred back to committee (Exec Committee)
8. Resolution on Open-Access Repositories: passed, 41:0:0
9. Resolution on Selection Professor for Distinguished Professor, passed 34:1:3
10. Resolution on Criteria for Length for Distinguished Professor, passed 39:1:1
11. Resolution on Liberal Arts Credit Requirement for Baccalaureate Degrees, passed 37:3:1
12. Change to Bylaws and Associated UFS Procedures, passed 42:2:-
13. Motion 2: failed, 13:30
14. Resolution in Support of New York State College of Ceramics at Alfred University, passed 41:0:2

Closing Remarks: Pete Knuepfer