

**University Faculty Senate
177th Plenary - SUNY Delhi
October 19-21, 2017
Post-Plenary Report**

ELECTION OF VICE PRESIDENT/SECRETARY

Keith Landa was elected by a single vote from the Acting Vice President/Secretary Kelley Donaghy after Kevin Caskey resigned from the ballot.

PRESIDENT'S REPORT

Microcredentialling

The call for comments on the Microcredentials report will be extended to November.

General Education News

The SUNY Provost has created a committee to write a whitepaper on the status of General Education within the system. The committee will be looking at best practices, what's being done currently across the system, and the standards of the Middle States Commission on Higher Education. UFS representatives on the committee are Gwen Kay, Ron Sarner, Norm Goodman and Wendy Gordon. Once the whitepaper is finished, another group will consider logistical and implementation issues. The intent from SUNY is that this be a faculty-driven process.

SUNY Board of Trustees News.

President Kay now sits on several committees within the SUNY Board of Trustees and feels that the following four committees represent the interests of the faculty of the state-operated campuses: Academic Affairs, Medical/Health, Research and Finance. News of note, however, is new legislation that authorized charter schools to develop their own teacher certification process that arose from the Charter Schools Committee. The SUNY BOT is now being sued by NYSUT. The Executive Committee has authored a resolution on the matter.

Communication

Communication is the theme of this plenary, how to make it better and stronger and broader. Currently we have a post-plenary report, the bimonthly "3 things to know," Facebook and Twitter.

EXECUTIVE COMMITTEE REPORT AND INTRODUCTION OF THE RESOLUTIONS

Introduction of the resolutions

Indigenous Peoples - Action Requested - With respect to the National Holiday celebrated on the Second Monday in October: (a) endorse the SA assembly resolution that can be found at the link provided, (b) recognize Indigenous Peoples' Day instead of Columbus Day, (c) engage in discussions with indigenous peoples, and (c) request that the UFS president bring this matter to the UUP and SUNY BOT asking that the name be changed on SUNY calendars. This is not a request for the state to rename the day but for campuses to use Indigenous Peoples' Day on their calendars. (Passed (38, 2, 3))

Menstrual Products - Action Requested - SUNY develop and fund programs to provide free menstrual products in all campus restrooms (Passed (37, 6, 3))

Academic Advising - Action Requested - (a) campuses should make clear that academic decisions may impact financial aid, and (b) SUNY develop and deploy an automated financial aid system that would be customized students' financial aid situations (Passed (33, 6, 3))

Broad Based Fees - Action Requested - (a) that broad-based fees be appropriately scrutinized to ensure that they are appropriate, and (b) that they are implemented and administered in line with current policy and guidelines. (Passed (40, 1, 1))

Military Absences - Action Requested - With respect to military absences for drills and training that: (a) a policy be created such that military obligations are treated as excused absences according to campus policies, and that (b) SUNY adopt a policy that any obligation that cannot be fully accommodated be eligible for a non-penalizing military withdrawal while preserving educational status and financial resources. (Passed (38, 3, 2))

Resolution in Response to the Regulatory Action Taken By the Charter School Committee of the SUNY BOT - Action Requested - Condemns the action of the Charter School Committee and that the UFS urges the BOT to use its authority to amend/alter/repeal the provisions.
(Passed (40, 1, 1))

SUNY SA REPORT

SUNY Student Assembly President Marc Cohen reported on several key areas that include: access and affordability, particularly looking beyond the Excelsior scholars and tuition hikes; the SUNY BOT's student life committee's work with food security and mental healthcare; maintaining and strengthening shared governance partnerships; increasing student involvement at all levels within System; and creating and carrying out a robust advocacy agenda for important topics such as maintenance of effort, DACA/Dream Act students, sustainability and access to financial aid. Students are also aware of the issues with respect to Charter Schools and have voiced their concerns. With respect to the system wide tobacco-free policy students want this to include vaporizers and will continue to bring up the inconsistencies regarding how this policy is enforced across various campuses.

GUEST SPEAKER - BRUCE G. WILSON JR. - THE CONVERSATION US

The Conversation (<https://theconversation.com/us>) was created in 2014 as a platform to merge academic publishing and journalism, providing articles based on research and scholarship written for the general public. The topics covered are broad in scope, including science, technology, religion, arts, etc. An average of 8 -10 new articles are published daily and are picked up by a variety of popular outlets such as the AP, CNN, Washington Post, Huffington Post, Salon, Time, PBS, the Guardian, etc.

Authors are provided with real-time collaborative editorial support and statistics as to where the articles are republished and how frequently read. Institutional dashboards are available for universities that have multiple authors to track institutional metrics.

SECTOR QUESTION AND ANSWER WITH THE CHANCELLOR

(Note: Chancellor's responses are in italics)

Health Science Centers

What is your vision for state-owned Academic Health Sciences Centers?

Shared vision and shared governance are important to an understanding of how to move forward. Dr. Azziz will join the cabinet and executive leaders' team so that she can work to address challenges and move forward by:

- *Engaging the private sector to find philanthropic ways to support the Health Sciences.*
- *Engaging industries in sectors where she has relationships to pilot a new programs*

In light of the encroachment of private health entities on SUNY health care, what has the office accomplished to date? And what future projects are being planned?

The first accomplishment is the completion of a rapid strategic assessment (RSA) process at Downstate. A report of the process will be available soon. RSA results in an understanding and responding to the current environment and changes. In the future they will be actively partnering with private industry to: (1) emphasize and promote education, and (2) get everyone on board as part of the solution.

University Colleges

What is your view of the role and value of the comprehensive colleges sector in carrying out this mission?

Where does our sector fit into your vision for SUNY?

Many of you have heard me talk about the importance of the mission of the university, and its role in passing on culture to the next generation. This is a core, concentrated mission for your sector (not that other sectors don't contribute). It is very important that campuses in your sector be robust as a place for community college students to continue and for your graduates to move on to UCs and health science centers.

The Comprehensives Sector fully supports the resolution that's coming before the body on charter schools. How can our sector support you in upholding the values and mission of the State University of New York?

- *On charter schools, you know we've been sued and I've been named as chancellor in the suit. So I can't comment at this point.*

Colleges of Technology/Agriculture

Would you be willing to support changes to the BoT policies that would allow us to change our name from Colleges of Technology to Centers of Excellence in Applied Learning, and work to help us break down barriers that prevent us from growing as a sector?

I am a big fan of all of the sectors, I would like to see Centers of Everything. This should go back to governance to have a conversation about this; I think the name needs some enhancement.

Reflecting on your past national leadership roles, what initiatives or innovations do you anticipate are right around the corner that our sector should be preparing for or looking into?

In a previous job, I took out a Twitter account but was told, "We don't tweet in this administration." Now I am free to tweet and free to be followed. Times have changed and I support policy that the state has come out in favor of including climate change accord and protecting students. I actually saw some of the UUP resolutions about reducing the greenhouse gas emissions and that was one of the reasons why I thought I should move forward with this position.

University Centers

Are you, as chancellor, prepared to convince the governor to sign the enhanced Maintenance of Effort legislation? Or to otherwise include the enhanced MOE in his Executive Budget?

I look forward to increasing the resources available to SUNY. Funding is too low and there is an increased reliance on adjuncts and the graduate stipends are not competitive compared to other systems. My goals for the fall are to build a team to help assess our campus needs and build relationships to help SUNY to ultimately submit a "robust budget."

Is it ever morally and ethically permissible for a SUNY campus administration to non-renew tenure-track junior faculty without judging them on their merits, short of retrenchment of a department or program? What policies do you as SUNY chancellor advocate for such faculty?

The SUNY system provides guidance and works in collaboration with faculty governance and the respective campus administrations. However, I will not micro-manage hiring and retention of faculty and staff. The question of non-renewals of junior faculty is up to individual campuses. My role is to ensure broader policy exists for SUNY but not to address specific campus incidents. I may suggest broad policies and together we should define "best practices" across the system.

What is your vision for helping make SUNY a diverse system in terms of faculty? And how do you propose to advocate to fund for diversity hires to meet our campuses needs?

Only 7.7% of SUNY faculty consists of under-represented minorities. This is lower than our peers, and is unacceptable. My leadership style is inclusive and that the further diversification of SUNY faculty and graduate students is among the central goals. One strategy I support is to track and then bring back the best SUNY undergraduate students, paying attention to diversity, to become future SUNY faculty. There is a gap that can occur between the retirement of senior faculty and the hiring of new junior faculty, which can result in the loss of important knowledge. But bridge faculty (with funding), means junior faculty may learn from the older faculty before they retire.

How do you suggest that we, and you, work to rebuild the SUNY faculty in order to provide a solid educational base that prepares our students to adapt to the next few decades?

Academic fads come and go and that popular opinion does not often predict the needs of the future. For this reason, we should give our students a broad education and support our diverse academic fields.

Specialized and Statutory Colleges

Will the Chancellor please update us on the status of a search for an independent Unit Head for the College of Ceramics? We also ask for the Chancellor's help in making the MOU public.

Two very good questions - trying to do my homework I looked at the plenary meeting - completion MOU was completed - I would like to see a copy of the MOU as well. I was not aware of it at this point so I'm hopeful that this will come forward eventually.

We seek the Chancellor's commitment to active engagement in the presidential reappointment process at ESF and a transparent process for holding college president's accountable for the implementation of shared governance on their campuses.

Understood thank you.

Campus Governance Leaders

In the process of preparing for your new role as chancellor, what models & practices of shared governance have you seen that you like, and might like to bring into SUNY? How will you cultivate meaningful engagement throughout the system, particularly between CGLs and administration within campuses?

I started at University of Colorado at Boulder, which has a strong representative government and went on to Duke, which has a stronger shared governance culture, an Executive Committee of Academic Council that was consulted by provost & president. One even had a sign on desk: "Have we consulted with faculty?" My own faculty in the College of Engineering were chairs of the ECAC, and I was educated in how it's done and think it's important. In SUNY I have restructured the chancellor's cabinet, narrowed to governance leaders and senior vice chancellors. Making it small to be effective. Associate & system chancellors will meet with respective chancellors. Will meet one-on-one. I am still a faculty member, and make the best decisions with the most information and advice. I will say that System has a challenge in not being on an individual campus, it does not have immediate communication with faculty, students and staff, so we have to be more aware of that and prepared to reach out to them.

Based on your comments at the CGL Leadership Institute two weeks ago about the importance of full-time, tenure-track faculty to the long-term sustainability and reputation of SUNY as a system, what can we do together to renew a commitment as a system to full-time, tenure-track faculty?

*There are three to four things I've noticed in my first 6 weeks: 1) We have a higher percentage of part-time faculty than the rest of the public systems, on average. 2) With Excelsior, there is a modest uptick in first-year students, and it will grow more. Enrollment up, percentage of adjuncts increasing, 40% of faculty could retire—this is a real threat to the whole system. We need to have a strategy to hire faculty while we still have old faculty to mentor and commit to faculty. Together we need to brainstorm on how to make this happen. Personal experience: The person who hired me wrote a proposal to the government of Colorado for **bridge positions** to bring on new assistant professors to be mentored into positions before senior faculty retire. Six of eight of those people are still at Colorado and grew together through the ranks to full professor.*

A number of us were interested to hear your ideas about sustainability at the CGL Leadership Institute. Would you expand on how such initiatives can advance the educational mission of SUNY?

Sure, one of my favorite topics. Clean energy preserves our environment for the next generation. Sustainability is what we're all doing here. Our purpose is to pass on culture to next generation, and we need to make sure there is a next generation to pass the culture on to, so we must sustain the environment, ensure clean water, food and energy. The educational mission is in outreach; SUNY could be 100% powered by clean energy in a few years. We must be deliberative in how we purchase electricity, to help create a market for it. New buildings have to be zero-net energy. There are tremendous opportunities in many fields (Supply Chain Management, Engineering, Psychology . . .), and we can involve students in all parts of the process.

CHANCELLOR JOHNSON'S REPORT

Chancellor Johnson summarized her goals for her first months in office: building the administrative team, building relationships across SUNY, and developing a robust budget. She seeks development of a shared vision for SUNY, enhancing funding, and developing resources to carry out the vision.

The new cabinet is currently composed of the vice chancellors and the three governance leaders (UFS, FCCC, SA); approximately 15 people which makes it smaller than previous chancellor cabinets. Bob Megna was appointed interim COO and the provost search is progressing without a search firm. The committee is seeking an early spring appointment.

Her view of SUNY's mission: to serve local communities while addressing global issues. She spoke about a sustainable village in Haiti where eleven SUNY campuses were engaged in the building process. She noted that this was achieved not by a top-down government movement that has left other areas deserted, but rather a community endeavor with significant outreach and inreach.

She discussed benchmarking the state of SUNY compared to other systems. SUNY has the lowest percentage of full-time faculty in most sectors according to national averages. One approach could be bridging faculty: identifying top undergraduates, helping them achieve doctorates (whether at SUNY or elsewhere), and then bringing them back as SUNY faculty, which may be particularly helpful in recruiting faculty from underrepresented backgrounds.

Her goals include dynamic individual academic pathways growth in research and facilities; growth of endowments on campuses and for all of SUNY, including focus on alumni. Also focusing on sustainability (SUNY doing well reducing greenhouse emissions).

BUDGET OFFICE REPORT - EILEEN MCLOUGHLIN

Excelsior Scholarship

Out of 413,000 SUNY and CUNY full-time undergraduates (there are another 192,000 who are part time), and after excluding those who take less than 30 credits, those with income above the limit, and those who already have 100% support, it is estimated that 31,300 would benefit from Excelsior. That includes 21,800 4-year students (about 9% of all full-time students) and 9,500 2-year students (about 5.5% of all full-time students).

HESC reports that 17,000 were approved for Excelsior. Based on information from 65% of SUNY campuses (both State-Op and Community Colleges) who have reported their numbers, it is estimated that there are 14,000 Excelsior students at SUNY.

The estimated cost from SUNY to the state, combined Excelsior Scholarships (from the state) and Excelsior Tuition Credit (from the campuses, to be reimbursed by the state), is \$27 million to \$28 million this year, probably growing to \$30 million as complete information comes in. This is roughly half what had been anticipated.

The situation is being viewed as a two-year cycle, with an expected pick-up next year. Because of this, no major adjustments are being planned. SUNY's major goals, in light of the lower-than-expected cost, are to: (1) ensure that the Excelsior Tuition Credit is in fact funded back to the campuses, and (2) to change the frozen tuition method from time-based (i.e., frozen at 2016-2017 level until 2020) to cohort-based (i.e., Excelsior and non-Excelsior enter at the same tuition, Excelsior student frozen at that level).

Performance Improvement Funding (PIF)

There were four large-context goals: enrollment growth, education excellence, workforce needs, and demographic changes. After meeting with all the campuses, four challenge themes emerged: limited resources, need for collaboration "spaces," getting economy of scale from shared infrastructure, and need to target competition externally instead of internally (between campuses). Resulting funding clustered into four topical areas: High Impact Practices, Diversity & Inclusion, Tech & Infrastructure, and Critical Workforce Needs.

In all cases, expectations are for collaboration and scalable, system-wide impact. This led to the idea that the goal is building Communities of Practice. Proposals from the first round seemed the most successful. Problems in round one, which round two hopes to avoid, were interaction (e.g., proposal requests) without engagement, collaboration not enabled, and poor metric consistency.

The numbers: 63 campus meetings, 294 proposals from 51 campuses, 185 proposals advanced. Campus engagement meetings in August 2017 were held around themes of Educational Strategy, Student Recruitment & Success, and Diversity & Inclusion. Award notifications are expected to come out during the first week of November.

The indication seemed to be that some awards would be focused more on collaborations (Communities of Practice and Innovation) than on individual campuses.

PROVOST REPORT - GRACE WANG

Enrollment and Completion

Nationwide public institutions have seen enrollment increases, yet SUNY has seen flat to decreasing numbers and through 2026 there is expected to be less than 5% increase across NYS. With respect to completion rates, however, we are in the middle of other large systems such as California, North Carolina, Maryland, Pennsylvania and Texas. California is highest and we are third behind them and Texas.

Demographics

It is expected that by 2025-2026, the minority students will be the majority students so the challenge will be how we best serve them. Currently SUNY's enrollment is only 25% and the graduation rates continue to be 8-11% lower.

Job Preparation

With 47% of the US employment at risk of computerization, and the quick pace at which technology jobs have been changing, SUNY needs to be thinking strategically about how we prepare the future workforce.

Classroom of tomorrow

Computers and the Internet have changed the way the world does business. Our students are using these technologies in learning and researching. We need to find stronger, better ways of embracing academic technologies.

Program Proposal

We are finding better and easier ways to streamline the review process for program proposals using a Business Intelligence Tool. Last year 495 proposals were received and it takes an average 54 days for the proposal to work its way through SUNY, then 26 days to get back any responses from campuses, and then 154 days for proposals to pass through NYSED. Right now there are 183 programs pending at NYSED.

General Education Requirement

It is time to review general education across the system. The provost's office sees this as a three- to four-year process. It will begin with a whitepaper from the faculty governance leaders to see if we really need to update and revise the program and what are the best practices out there. The next two years will be spent on creating final recommendations and seek pathways for implementation.

Microcredentialing

The microcredentialing report was put together and disseminated earlier this year, the comment period has been extended for three weeks due to lack of response. These are excellent ways for campuses and the system to increase enrollment, develop the workforce and increase completions. Campuses are charged with developing the curriculum and processing these through the proper faculty channels on their campuses.

Open Access

An Open Access task force has been formed to draft a policy recommendation for the BOT's consideration. One benefit of Open Access has been the substantial reduction in spending on textbooks.

FACULTY COUNCIL OF COMMUNITY COLLEGES REPORT - NINA TAMROWSKI

Several important topics rising to our attention include the Charter Schools Proposal, Guided pathways, performance based funding, and microcredentialling. The presidents have also created a possible new funding mechanism that is not based on increases per student but rather Operational Aid and \$18 million performance-based funding for workforce development programs. Additionally, there are a lot of SUNY BOT things happening that are confidential and potentially disturbing. She acknowledged the joint UFS-FCCC initiatives being undertaken: General education, student mobility, and the provost search.

FCCC work includes shared governance rubric, the role of governance in performance funding, who controls the bylaws, CGL sign-offs on program proposals and revisions. In the Fall of 2017 she believes that several companion resolutions will be coming forward such as Indigenous Peoples' Day, Charter Schools and attendance policy for military drills and training and CGL sign-offs.

CUNY FACULTY SENATE CHAIR - KATHERINE CONWAY

This was a video report - [Kay Conway Video Report Delhi 2017](#)

SUNY COUNCIL ON ASSESSMENT REPORT - JANET NEPKIE

The SUNY Council on Assessment (SCoA) is an appointed committee whose mission is to enhance and support SUNY-wide assessment efforts, and to provide guidance and resources to campuses for their assessment programs. SCoA sponsors two certificate programs through the Center for Professional Development, one on the assessment of learning outcomes and one on institutional effectiveness. SUNY faculty and staff who complete these certificates are set then to become local campus leaders on assessment. SCoA is also sponsoring a series of regional, face-to-face meetings to help campuses connect course, institutional, and student learning outcomes, to align campuses with SUNY and Middle States standards.

In addition, SCoA is developing a variety of rubrics that can be used by campuses for program assessment. To date these have included rubrics for institutional effectiveness and for the meta-assessment of program & student learning outcomes. In January, the rubric group began work to develop a rubric to assess the state of shared governance on campuses, including such components as governance structure, conflict of interest, responsibilities, and listing of constituent groups that are part of governance on the campuses. SCoA will work with input from UFS to further develop this rubric on shared governance.

**What one
word
describes
shared
governance
for you?**

