

Sector questions
SUNY Buffalo State Plenary
October 23, 2105

University Centers:

1. The process of consultation with campus governance on input for such programs as SUNY/EXCELS and the Performance Investment Fund has not always been followed in practice. What will you do ensure that the campus presidents actively consult with faculty governance on these matters which will define the future trajectories of our campuses and of SUNY?

Chancellor Zimpher stated that we have to get this right. She has repeatedly told the Presidents to include governance in these decisions. What more can she do? She asked us what she can do to encourage campus presidents to comply. It was suggested that SUNY forms be modified to require a sign off by the CGL prior to submission, or perhaps that they be accompanied by a letter from the CGL.

2. As mandated by the SUNY-2020 legislation, the University Centers have increased student enrollment, with the consequence that campus infrastructures are overburdened. Classroom availability is compromised; waitlists have increased; students are inconvenienced and, in some cases, unable to take the classes necessary to graduate in 4 years. The solution requires the immediate infusion of monies not only for critical maintenance, but also for capital construction for new classroom space. Will SUNY demand that the governor include in his budget sufficient funds to carry out SUNY's mission?

The Chancellor stated by stating what went wrong. A 5 year capital plan became a 10 year plan (with no change in funding), and then became a zero-year plan. The goal is a 5 year plan. There is strong competition for capital funds - all over NY state bridges, roads, and tunnels are decaying - it's not just SUNY infrastructure. Staying with our commitment to excellence, SUNY campuses must demand a share of capital funds

University Colleges:

We'd like to invite you and the provost to a special meeting with sector senators and some others at a time and place convenient for you to talk about how the sector can support SUNY goals. This would help the system by providing faculty leadership and buy-in on a bigger scale to help SUNY.

1. With regards to the EXCELS process, we understand the importance of the initiative, unfortunately some of them, such as Start-UP NY, stops us in the comprehensive sector from high-impact engagement. How can we work together to have a conversation about more workable metrics for our sector in the future?

Chancellor Zimpher responded by putting up the matrix PowerPoint slide and commented that we started with over 200 items and maybe 17 is too few. The process was intended to have a great deal of adaptability. She suggested that we have the 17 presidents and 17 senators gather to address what we would prefer to see within the matrix. It is the first of a decade of experiments.

At the system, we ask for the president and the provost because they do not always communicate. Communication is a big problem.

2. We're concerned that there may be a culture of competition within and between sectors in dealing with distance education. What can we do to make sure we're not competing with each other and dare more collaborative?

Response: We need to be more collaborative and less competitive. The white papers were very collaborative. One included all of the University Centers. With regard to Open SUNY we are in version 1.0. Version 2.0 needs to include revenue sharing.

Health Sciences

1. Please update the Sector on the current Board of Trustees plan for health science center / hospital governance?

2. The idea of divorcing hospitals from universities has losing currency. Please share your current thinking on this for our SUNY hospitals.

Technology

1. We understand the importance of collecting information about students, and that the Student Diversity survey will help provide that information. However, the current survey has many serious issues (privacy, protected class information being used on our campuses and forwarded to system with the students name and their id number) and many of our registrars are not prepared to put this survey in place. How can we move forward with this survey in a timely manner, safely, and in a way that information can support our improving diversity programs?

"We know what we want but we're not allowed to count it and we can't say it unless they tell us we can say it. I was at a meeting where Glenn Singleton was talking about how to talk about diversity...I acknowledge all the hurdles. We gave the issue of self identification a lot of attention. We have aggressive champion on BOT, we polled other systems, we found places that ask for declaration before admissions, and it worried us because admissions bias may show...cal state.

So we came upon idea of student survey as a multifaceted way of self identification as a way of saying this campus has a lot of people who are representative of a group...are diverse students getting the care they need? So without names we can look at pockets of diversity.

Double edged sword: we had a debate about whether people want to self identify...it is complicated. I feel we arrived at a responsible and pleasing-to-the-BOT-advocate solution.

Once we see the survey action we can work with it. There will be compliance issues for this semester, registrars etc. These are unfunded mandates...but we have to address huge social issues with integrity and some protection. We welcome your advice."

2. When SUNY speaks about diversity it seems we are still uncomfortable talking about our LGBTQAI members. For example we often cite the number of Black and Female university presidents, yet we do not speak about our LGBTQAI members. When promoting diversity in the

SUNY system, how can you ensure that our LGBTQAI community is openly included in all conversations about diversity.

Our definition of diversity is comprehensive and I'm proud of it and the diversity task force. We've been talking about self-declared presidents and I'm happy to do that and to continue to do that, and to recruit in that direction. I've done 46 searches in 6 years...every search committee hears from me on diversity.

Special/Statutory:

The sector, Specialized and Statutory Colleges has quite varied Colleges within it. In our sector meeting and in our conversation reports about our Colleges we identified a number of evolving and new faculty positions: tenure track, research professor, senior research associate, lecturer, senior lecturer, adjuncts. Are there System visions and goals regarding these evolving and varied faculty positions?

"Regarding the New York State College of Ceramics, we are still engaged in the issues. We will not sign an MOU (Memorandum of Understanding) that we do not support. There will be a leadership position changing there in the near future."

CGLs:

Because we know that you value shared governance and in the spirit of shared governance and transparency we ask the following: Can you please share with us who is reviewing the Performance Investment Plans and the criteria that they are using to review the proposals?

"Have just seen an email to 15 people about 211 proposals received, mostly on time."