

University Centers Sector Report
Don Grinde, University at Buffalo
October 25, 2013

- Grave concerns were raised about NY Start up and its relationship to instruction, appropriate faculty roles and student interns, etc.
- Open SUNY was also discussed and faculty wanted more definitions about curriculum guidelines for specific majors & there was considerable concern voiced about the control/lack of control of departments over their majors in the future. There was also some concern about the possibility of granting degrees without a specific home campus in the future.
- There was also some discussion about performance base pay and transparency.
- Seamless transfer was also discussed extensively and issues were raised about appropriate consultation and the role of MOOCS, online courses at Univ. of Phoenix etc.

University Colleges Sector Report
Joe Marren, SUNY Buffalo State
October 25, 2013

The main concerns from the Comprehensive Colleges sector can be summed up in three general areas:

- 1.) The shape of Open SUNY and its impact on the unique character of our brick-and-mortar institutions. This is not to imply that we are Luddites, but rather to ask what does it mean for our students and for our own missions.
- 2.) As Hamlet might say, the o'er quick marriage of the introduction of the proposed resolution on teacher education standards and the subsequent adoption by the Board of Trustees. The University Faculty Senate was not adequately consulted on the resolution and we feel the standards are arbitrary and without proper data to back up the imposition.

There is concern among the faculty that requiring each teacher education student to have a 3.0 GPA is counter-productive since it may eliminate some people who would become wonderful teachers. Anecdotal evidence from faculty and deans in our education departments shows that they favor CAEP standards that require a 3.0 departmental mean or average. (For example, a 2.8 student would be balanced about by the 3.2 student.)

Faculty and deans are also concerned about failing in diversity efforts since such standards would unfairly mostly target underrepresented student cohorts.

Also, there already exist multiple measures of assessment in the state, therefore utilizing a sole standardized measure would shut out some potential teacher ed students.

Faculty and deans emphasize that there is mixed data on research supporting a 3.0 vs. a 2.75 (for example) GPA as a means of measuring the potential value of a future teacher.

Finally, who would benefit from this new BOT resolution? It would seem to be private colleges and for-profit companies that seem to masquerade as institutions of higher learning. If so, will this pit the comprehensive college teacher ed programs against each other in the race to attract and retain the fewer students eligible under the resolution? And further, will this potential lead to closing some programs and departments?

- 3.) Seamless transfer continues to bedevil more than it soothes and there remain some serious questions from the comprehensive college sector on how the implementation will affect our curricula.

Specific areas of concern:

Brockport: There are legitimate questions still to be answered on seamless transfer. Also, what is the latest SUNY policy on merit pay?

Brockport's General Education revision was summed up in a memo to the campus: "the goal for the GE Team in 2013-2014 and moving forward is to lead a process of examination and continuous improvement within the current GE structure. They have identified two interconnected projects towards this end. The first project, 'The Learning to Write/Writing to Learn Project,' explores how we can use the AAC&U VALUE Rubrics to improve student learning in the GEP. This project will focus specifically on the written communication rubric. "The second project in the team's proposal, 'Back to Basics: Essential Learning Outcomes at Brockport' will engage the campus in conversations about the essential elements of our GE program and how we can more effectively communicate this to internal and external stakeholders. These events and conversations will build on the College of 2025 Conversations to explore the GE student learning outcomes and enhance the role of GE in the Brockport student experience."

Buffalo State: Getting ready to implement the new gen ed in the fall, though there were some paperwork issues that did not make the switch seamless.

On the BOT teacher ed resolution, the faculty and dean would argue that there is little reliable data to back up the seemingly arbitrary (but now) mandatory mark of 3.0 for students in teacher ed programs. So the question, then, is why was this benchmark picked? What data did the BOT use to equate the resolution with better classroom teachers? Instead, can such a benchmark be decided on by the individual campuses?

Cortland: In the process of creating a committee to develop criteria and a process for assessing if/how interested businesses meet the criteria for Start-Up NY related to meeting the college's academic mission. Receiving the information distributed to CGL's and having the governor launch the program soon (<http://www.governor.ny.gov/press/10222013-governor-launches-start-up-ny-program>) makes the committee's task timely and also under the wire.

As for GE, the campus still has not made a decision. nor a full review about using 7/10/30.

New Paltz: Well into (over 2 years) a Liberal Education effort that is to suggest a redesign. While the scope is greater than just coming up with the next GE, that is part of it. The rules from Central do have an impact. We started the process by getting some ground rules from [former provost] David Lavallee. It looks like the outcome will be a reduction of our current GE requirements to something closer to the BoT 7 out of 10 but adding to 30, and an increase in graduation requirements outside of GE.

Oneonta: A large task force submitted a report in June to have a General Education committee elected by the faculty this year. That committee will review the task force report, which has three potential models for change, and make recommendations to the college senate.

Also voted to approve a resolution to accept transfer students with 7/10/30.

Oswego: GE has been in place for a year and mostly going well. It is helping some with Seamless transfer but not 100%.

The EDU dean/administration are not happy with the 3.0 benchmark for admission but see no alternative.

Finally, re: Start Up NY, there was an interesting local piece on NPR in which Tom DiNapoli took to task so many cities for having so many properties off the tax rolls that could be helping same cities. And the biggest offenders? Eds and meds.

With all that in mind, these are the questions we ask the chancellor (the first two were actually asked at the 165th plenary Oct. 25th at SUNY Maritime):

- 1.) Many people falsely see online education as being cheap to deliver, but the reality is that it is at least as expensive as traditional modes of course delivery when quality is maintained. Where will the resources come from to support faculty and student needs, especially for support staff, as we move into the Open SUNY era?
- 2.) The U.S. Census Bureau projects that New York will not be in the top most-populated states as we go deeper into this century. So if we keep losing our populations, who will our students be in the new Open SUNY model? Where will they come from? Although we love the administration's commitment to grow enrollments, we also want the students to be successful. How do you think that will happen with Open SUNY as presently constituted?
- 3.) Two years ago the SUNY Faculty Senate passed a resolution asking for more transparency as more money is cut from the state budget. Do you feel the SUNY Administration is transparent?
- 4.) If individual campuses remain the locus of Open SUNY programs, how will the system ensure that campuses don't duplicate programs in the online space and thereby avoid utilizing resources inefficiently?
- 5.) What was the hurry getting the BOT resolution on admission standards for teacher education programs passed, even in the face of likely faculty opposition to its substance and the process by which it came about?

Health Sciences Sector Report
Henry Flax, Downstate Medical Center
October 25, 2013

Senators and Guests Attending:

College of Optometry:	Rebecca Marinoff, Rochelle Mozlin
Downstate Medical Center:	Henry Flax
Stony Brook University:	Ed Feldman
University of Buffalo:	Peter Nickerson
Upstate Medical University:	Dale Avers (CGL), Kerry Greene Donnelly, J C Trussell, Maria Wheelock, Susan Wojcik

Campus Reports:

Each campus represented provided a brief report of their current issues:

Upstate: The senators were concerned about potential restructuring with an emphasis on privatization and partnership with non SUNY institutions as proposed in a document closely circulated that did not have input from faculty governance. 85% of health professional clinical appointments are at private institutions.

Stony Brook: the campus received a \$150 million grant from Jim Simon. Physical Therapy will have 30 additional students; audiology and primary care residency programs will be established as part of the Southampton component (Southampton College and Southampton Hospital) of the university.

Optometry: 25 faculty members (mostly part-time clinical faculty) did not have their contracts renewed. They were given only three (3) months' notice. Now there are too many patients and not an adequate number of doctors to handle the volume. This led to a revision of clinic schedules whereby teaching time is lost, which has a negative impact on the academic mission.

Buffalo: The construction of the hospital in downtown Buffalo is underway. Students are expected at the new facility in 2016 but faculty and researchers are not expected to move there until 2022. The heads of the clinical departments at private hospitals in the area are paid by the medical schools. The faculty has been told that AAMC changes to medical school admissions will require three separate committees. Catholic hospitals in Buffalo have begun to accept offshore students for clerkship placements.

Downstate: Despite the ongoing financial debacle, faculty continues to meet their mission obligations (teaching, research and patient care) in an exemplary manner. Communication from the campus leadership on substantive issues has been non-existent since an October 2012 Town Hall meeting. The SUNY news compilation is the most information that the campus governance leadership receives. Rumors are rampant in the place of official communications. Faculty are concerned that President Williams is 10 months from the end of his appointment

and there has been no information regarding a presidential search. The ACGME has removed the campus from probation and has continued accreditation of its residency programs. With decisions made by outside consultants on many issues with no input from faculty, there is a high degree of demoralization. Stress levels are high across campus due to ongoing lay-offs. There is a chilling effect on participation in shared governance with a refusal by many faculty members to be involved (fear of being “the nail that sticks up”).

Questions to the Chancellor from the Health Sciences Sector

1. What is your position on operating SUNY-owned hospitals as part of the academic medical Centers’ mission?
2. We are 10 months from the end of Dr. Williams’ appointment as President of Downstate Medical Center. When will a Presidential Search Committee be convened and how will the involvement of faculty governance be assured?
3. There is a concern across the health science campuses about the dearth of communications at both the local and system levels regarding resolution of the Long Island College Hospital and Downstate Medical Center financial situation. This situation has an impact on other units of the system as well as admissions at the undergraduate and graduate levels of medical education, health professions, nursing and graduate programs.
4. We have all experienced the loss of clinical placements due to private institutions paying affiliated medical centers and hospitals to obtain clerkship placements for their students. Is there any consideration of having SUNY schools pay affiliates for clinical placements?

Technology Colleges Sector Report
Timothy Gerkin, Morrisville State College
October 25, 2013

Colleges in the Technology Sector: Alfred, Canton, Cobleskill, Delhi, Farmingdale, Morrisville

- Four of the Technology sector colleges are without permanent Presidents. We asked Chancellor Zimpher about the process and timeline for filling these positions.
 - ✓ Chancellor Zimpher suggested that shared Presidency (esp. for Morrisville) did not work and that searches would begin at all campuses. She suggested the process would be underway in the spring.
- We expressed our concern with Chancellor Zimpher about *Seamless Transfer* and how our campuses and resolve the credit cap which seems to apply to all associates' degrees.
 - ✓ Chancellor Zimpher suggested that this was an issue they would work on and that programs could ask for waivers if confronted with this issue.
- We expressed our concern over how SUNY's financial responsibility to Stony Brook University and Downstate Medical would affect the finances of the much smaller Tech Colleges.
 - ✓ We did not feel we received a specific answer to this concern.

Specialized and Statutory College Sector Report
Maryellen Keefe, SUNY Maritime College
October 25, 2013

Our sector focused on the continuing difficulties at Alfred College of Ceramics. SUNY money is given for the needs of the three Alfred institutions: Alfred University, Alfred State, and the College of Ceramics.

A budget cut was imposed on Ceramics by Alfred U. amounting to about 10% of the State moneys allotted. Ceramics questions how that amount was decided especially since its Arts and Engineering programs are highly ranked.

However, though Ceramics not only attracts the best and brightest students—especially in Engineering—and has a high retention rate, it receives less than 10% of allotted SUNY money. The lion's share goes to Alfred U. despite its consistently poor student attraction rate and its even poorer student retention record.

Complicating matters for Ceramics is that it has no Budget officer so its faculty remain in the dark regarding how the moneys are spent. Meanwhile, its physical plant needs go unmet. Worst, after four years of having been promised a change, Ceramics is virtually impossible to locate on the SUNY Alfred University (or any related) website. It takes one half hour of searching to find Alfred College of Ceramics. Ceramics—an obscure entity in cyberspace—needs to have this glaring omission corrected a.s.a.p. for its continuing success. It also needs its fair portion of SUNY money. It obviously also must have an official Budget person on its campus.

The relationship among the three—Alfred U. + Alfred State + Ceramics—needs to be examined. What structure will allow Ceramics to continue? With its lion's share of State money, Alfred U. can offer potential students generous financial aid packages. Ceramics currently cannot. Alfred State does not want not be partnered with Alfred U.

The questions rise: has SUNY money been misappropriated? Ceramics grants Ph. D.'s; Alfred U. awards B.A.'s. What structure will allow Ceramics to continue? Ceramics **IS** Alfred. Its Arts program is ranked #3 in the U.S.

SUNY needs to recognize the potential for Alfred U. failing financially and deal with the consequences for Ceramics. Right now Ceramics is keeping Alfred U. afloat.

Maritime College is engaged in two searches: Presidential and Provost. Students and faculty eagerly await the completion of the new classroom building as space is at a premium.

Environmental Science and Forestry. All is well.

Cornell Veterinary School. They have admitted more students and they still need to find space and accommodations for the increased number. No other Cornell School expressed concerns.

I.T. had an observation re: the sale of some of its campus and efforts to retain area businesses (e.g. GE)