

University Centers Sector Report
Spring 2012 – SUNY Geneseo
Peter Knuepfer, Binghamton University

The University Centers wish to bring the following issues/suggestions to your attention.

1. Online Education and Open SUNY. We hope your “Getting Down to Business” committee on Online Education will consider the following:
 - a. Intellectual property rights need to be retained by the faculty member; a course that is established by a faculty member cannot be repeated by someone else (e.g. lodged online and then assigned to someone else who simply uses the material) without the permission of the originating faculty member.
 - b. OE may not be appropriate for all types of classes/courses. In other words, in our opinion a “one size/approach fits all” is not viable. For example, much of the introductory material regarding grammar and language structure in foreign-language instruction can be done effectively online, but we are less sanguine about the utility of an online environment in engaging students in learning to speak (despite the various programs that currently exist). Another example from my own discipline: one can teach the basic material about earth science in an online environment. But, ultimately, seeing and touching is believing, and (despite many examples of this) virtual field trips are no substitute for taking students into the field and introducing them to rocks, minerals, and processes that shape our planet.
 - c. We are concerned about security with respect to examinations given online—verification procedures that an examination (or other evaluation) is being completed by the person who says s/he is taking it.
 - d. Inevitably there is an increased faculty workload to establish as well as oversee courses, and we want to ensure that this is considered as part of the guidance that emerges from the committee.
2. Shared governance. As I noted in my remarks on the floor, much of this had already been covered, but these were concerns from our sector as well. Thus, we seek your assistance and advice.
 - a. We urge that the periodic review of Presidents include input from faculty governance regarding the state (successes, failures) of shared governance on the campus. We were encouraged by your comments that this is, indeed, part of your plan.
 - b. We seek your advice on how we might, on our campuses, press our Presidents to adhere more completely to principles of shared governance. An example that I did not provide at the Plenary—the issues at CUNY over involvement of existing governance structure, rather than hand-picked faculty, in development of their transfer mobility and general education programs. It is this difference between involvement of faculty versus involvement of the elected faculty body that is sometimes at issue.
3. Graduate student funding. As tuition levels increase for graduate students under the allowances in NYSUNY2020, coupled with levels of stipends necessary for recruiting and retaining graduate students, particularly at the Ph.D. level, we hope that the System can pay more attention to the

difficulties that our campuses have faced in meeting these funding needs in the absence of additional help from the State budget process. We understand that these are difficult areas about which to convince policy-makers, but they are central to the mission and needs of our sector and other campuses with graduate programs. Perhaps something similar to the Graduate Research Initiative of the late 1980s is needed again.

4. We understand that Research Foundation contracts with graduate student research assistants limits consecutive “time off” days to 5 in a year (I didn’t have this quite correct when I presented it at the Plenary). When/where explicitly adhered, it places our graduate students in a potentially (often real) difficulty. For example, if an international student wishes/needs to travel to their home country, 5 days rarely would be sufficient time. Our concerns are two-fold: this is unfair to the graduate student, and it makes it more difficult to recruit and retain excellent graduate students.
5. The next point is one we presented to Provost Lavalley, but wish to draw to your attention as well, regarding student mobility
 - a. The establishment of a set of common elements for “foundational” courses in each major implicitly (maybe explicitly) assumes that all courses are essentially equal—taught at the same level, if you will. Topics may be listed as similar, but there may be substantive differences in content that could disadvantage (or advantage) transfer students at the receiving campus. We are concerned on behalf of our transfer students in terms of preparation and success.
 - b. We suggest investigating the extent to which this (anecdotal on our part) concern is in fact manifested in the success of transfer students. Does it impact their GPA in the short-term? The long-term? Does it result in lower graduation rates or longer time to degree when students may need to “catch up”?
 - c. While the following may be a campus-by-campus issue, we find that inter-campus conversations between departments (e.g. biology at BU and BCC) can best resolve the issues of preparation and articulation. However, there was a very useful and successful SUNY-wide articulation conference a few years ago that may be a forum where multiple campuses can meet together to devise guidance to students and faculty to maximize the success of transferring foundational courses.

Comprehensive Colleges Sector Report
Spring 2012 – SUNY Geneseo
Jim McElwaine, Purchase College

1. **Proliferation of Task Forces and Committees** (written report only)
More and more task forces and committees are being established that do not use the approved channels and domains of shared governance. Their establishment is often arbitrary. The result is an overpopulation of *ad hoc* groups, with no formal end or publicly reviewed charge or constituency. How can you help us ensure that our committees and task forces follow the appropriate mandates?
2. **Impact of new Resource Allocation Model on program consolidation.** (addressed by Provost Lavalley, April 20, 2012)
With regard to the new Resource Allocation Model, and anticipated needs for continued savings through Shared Services, how will those two impact on the possibilities of program consolidation? Are reductions being considered in the Small Campus Additions, and Special Mission Adjustments?
3. **IT Consolidation and its role in Campus comparisons**
As content-management and learning-management software become more standardized, open and replicable across the University, what do you believe will be the greatest impact of IT consolidation and data comparability?
4. **Campus benchmarking: its purposes and its metrics**
System Administration has requested new benchmarks from each campus, asking for aspirational peers, in preparation for some comparative assessment. What is the purpose of the comparison between similar institutions? When the new resource model is finalized, what metrics will be used to assess?
5. **Library exchange inequalities**
Several campuses still make rental charges that contradict interlibrary loan policy within SUNY, specifically the libraries at Cornell. How can we address this?

Technology Colleges Sector Report
Spring 2012 – SUNY Geneseo
Anne Englot, Morrisville State College

The Technology Sector Report was presented by Anne Englot to the University Faculty Senate and Chancellor Nancy Zimpher in place of Karen Spellacy, USF Executive Board member, Technology Sector representative, SUNY Canton, who could not attend the Plenary.

The Technology Sector met and discussed issues of concern to our colleges. Present were Callista McBride, Senator, Alfred State College; Anne Englot, Senator, Morrisville State College; Anne Myers, Senator, SUNY Cobleskill; Barbara Brabetz, USF Executive Board, Chair of the Student Life Committee, SUNY Cobleskill; Charles Moran, USF Executive Board, Chair of the Ethics and Institutional Integrity Committee, SUNY Cobleskill.

I. Many of us can recall that De Toqueville spoke about the myriad associations established in the nascent American democracy to promote political and social goals, such as public order, commerce, industry, and so on; in that spirit

- The Technology Sector would like to investigate other strategic associations and perhaps combining with another sector.

II. Many of the programs in the Technology Sector are paragons partnering with business and industry leaders and economic development organizations to provide cooperative education.

In the new SUNY WORKS program students will “engage in salaried, credit-worthy 21st century career experiences while they complete their degrees, expanding job opportunities upon graduation”.

- Colleges in the Technology Sector would like to know by what mechanism they can
1-share our expertise in implementing internships and other career experiences into the curriculum.
2-their campuses included in the SUNY Works initiative and the Lumina Foundation grant.

III. The Shared Services Steering Committee has been tasked to develop metrics for assessing the success of Shared Services.

- When will those metrics be forth coming?

IV. There was some discussion about the separation of “Shared Services” and “Shared Presidencies”. Regarding Shared Presidencies: the four sitting presidents will present their report regarding how Shared Services have been implemented on the six campuses in July 2012.

By way of background there does not seem to be any consistency in how each campus will have input in that report; one president [Dr. Yeigh] has stated that they will circulate their report to campuses for comment prior to submission. Another has not... it is not clear that input, if solicited, will be reflected in the report.

- How will the affected campuses be given the opportunity to comment directly and you support allowing affected campuses to have a seat on the Shared Services Steering Committee?

- Could you clarify whether System is committed to the Shared Presidencies where they exist?
And if not, when can we start searches?

Statutory and Specialized Colleges Sector Reports
Spring 2012 – SUNY Geneseo
Ron Sarner, SUNYIT

1. There is a general concern in the sector that transparency in decision-making and thorough campus communications be incorporated into the presidential review process. The fact that this is being raised should be a signal that presidential performance with respect to transparency and communication is wanting on one or more campuses in our sector.
2. The development of evidence-based extension programs provide opportunities for SUNY-Cornell cooperation. Representatives from Cornell respectfully suggest that the Chancellor engage Helene Dillard, the Director of Cooperative Extension, who is on the SUNY transformation team.
3. Cornell Ag/Life Sciences (CALS) reports that there is a substantial initiative for peer review of teaching. Assessment activities are extending beyond the undergraduate program to the graduate programs in CALS. The recent Middle States visit went well. Initiatives are underway incorporating themes of diversity and sustainability into all curricula. Finally, Cornell is engaged in the development of a new budget model, resulting in some uncertainty and trepidation.
4. The College of Human Ecology has launched a Center for Transformation Research. Cornell is building a campus in New York City and expects it to be "up and running" this fall, with only graduate programs envisioned for the NYC campus.
5. The College of Ceramics has new facilities for the Arts school, and a recent event attracted internationally renowned artists. There is no news to report with respect to a SUNY web presence.
6. Maritime reports a new emphasis on an increased research profile and also notes incremental physical improvements to the campus.
7. SUNYIT and the College of Industrial and Labor Relations have little to report for this meeting.