

University Centers Report Sector Report
Don Grinde, University at Buffalo
January 26, 2013

At the meeting in SUNY, Oneonta, University Centers Senators discussed Open SUNY and raised concerns about MOOCs, specifically regarding safeguards about quality of instruction, obtaining academic competency, cheating, and ancillary services and particularly -- Who owns the course?

Similarly, the Senators were concerned over the role of University centers in the areas of Research and Liberal Arts Education and their impact on the academic experiences of graduate and undergraduate students. Concerns were raised about strategic enrollment management and the emphasis on job training programs.

Senators also discussed at length the problems related to smoothing out the transfer process so that students could get two years of credit when they transferred from a community college or took online courses at one campus while attending another. Senators were concerned about where does the money and enrollment go in such complicated situations. It was also noted that the budget is still about maintaining enrollment levels (Resource Allocation Model). How do these priorities and innovative policies operate when you're still measured according to how well you're maintaining you enrollment levels – year to year?

Another concern that was raised about graduate enrollments (quality and quantity) was the issue about increasing the funding for graduate stipends in the SUNY system. There was consternation about lagging levels of stipends and the impact that has on attracting excellent graduate students.

Senators also wanted to know if the administration could expand on the concept of a financial consortium. There was concern that the SUNY system should have a research consortium to raise money for graduate student research.

The key issue that emerged in the discussions was that SUNY campuses are charged with increasing and/or maintaining enrollments to insure a viable and stable budget for that campus. On the other hand, SUNY campuses are charged with designing curriculum that will facilitate student mobility which has the potential to decrease student enrollment at some campuses. Essentially, University Center Senators wanted to know how do SUNY campuses balance these seemingly conflicting interests and policies.

Comprehensive Colleges
Joe Marren, SUNY Buffalo State
January 26, 2013

We recognize that initiatives such as Open SUNY will help transfer students, non-native students, non-traditional students and online students, yet our concern is to make sure those students are held to the same – or comparable – standards that native students meet at our institutions. We know that the proposed initiative is good for students, but it can't be at the risk of diluting our own product. Thus, as faculty, we recognize that we are in charge of the initiatives on our campuses.

That means we want to position ourselves so there isn't a withering on the vine, if you will, of the professoriate. The next logical question then is, what is the value of our individuated missions on our campuses? Our answer includes that we will continue to focus on adding value to the undergraduate student experience on our own campuses, and that we will continue to make the case that students who come to our campuses are involving themselves in the whole integrated experience of life on – or as a commuter to – a SUNY comprehensive college. In keeping with that theme, we will continue to remind the SUNY administration that we help augment new initiatives such as Open SUNY in our sector, on our campuses, and that our students embrace the challenges.

There must also be a recognition that just adding online courses and programs is not the only way to grow and meet the challenges of the new millennium. We are different campuses with different goals and challenges and we want to maintain our individual culture and identity within the overall framework as we continue to serve native and transfer students. The phrase "This isn't your grandmother's SUNY" was used in several meetings and we grant that, but we also think that there must be careful shepherding of who should be allowed to enroll in Open SUNY and other such initiatives; this will entail some sort of extra advisement that is not necessarily online. Included in that must also be astute financial planning.

Therefore, the vision of what we are offering must meet real, practical concerns and issues. Our questions and concerns are:

- 1.) That a lot of ideas and initiatives (e.g., Open SUNY, the RAM disbursement model, Student Mobility, Seamless Transfer, "systemness," etc.) under way or planned are harmful to the distinctive culture and diversity of our individual campuses and programs. So, given SUNY's mission of access for all, what resources (financial, technological, etc.) will be provided to the comprehensive colleges to support the developmental needs of students who pursue the new pathways?
- 2.) The SUNY Mission Statement talks about a geographically distributed system of diverse campuses with differentiated and designated missions to meet the needs of traditional and non-traditional students and to address local, regional and state needs and goals.
So, then, the comprehensive colleges are concerned that, intended or not, some initiatives seem to negate the rich campus autonomy we have nurtured. We also feel that since such a culture has made the comprehensive colleges so valuable to our student populations and to our commitments to local goals (such as economic, socio-political, cultural, etc., needs).

The question is: How are we to fulfill those goals and also meet the needs of students at the lower end of the educational pipeline?

Technology Sector Report
Anne Englot, Morrisville State College
May 4, 2013

The Technology Sector Report was presented by Anne Englot, Technology Sector representative, to the University Faculty Senate and Chancellor Nancy Zimpher.

The Technology Sector met and discussed issues of concern to our colleges. Present were Calista McBride, Senator, Alfred State College; Anne Englot, Senator, Morrisville State College; Barbara Brabetz, Senator, SUNY Cobleskill; Terry Hamblin, Senator, SUNY Delhi; Kathy Jacquette, Senator, SUNY Farmingdale and Brian Harte, Senator, SUNY Canton.

The concerns of the Technology sector might be summarized with a question: is the uncertainty we see in SUNY policy a consequence as well a cause of financial problems? In quantum mechanics, the uncertainty principle describes the difficulty we have in ascertaining both the position and momentum of a particle; if we zero in on position, it becomes more difficult to determine momentum. I think somewhere in there is an analogy for the budget process.

Shared services are still an issue of concern on our campuses; on some campuses things are looking up and on others there are still questions about how things will progress. We would like to thank you Chancellor Zimpher, Provost Lavalley and Brian Hutzley, Vice Chancellor for Financial Services for providing the opportunity to apply for transitional funding. We feel these funds are going to allow us to enhance some important services for our students and address issues at certain campuses concerning enrollment and retention.

Note: As of the 11 February 2013 communication from Chairman of the Board of Trustees of the State University of New York Carl McCall, SUNY has decided to delay implementation of the Resource Allocation Model. By extension campuses are left to wonder if transition funding is still on the table for discussion.

Clarification was sought regarding High Needs programs and resource allocation in general. It was unclear whether campuses providing High Needs programs could exceed the enrollment limits that have been set for that campus. Chancellor Zimpher confirmed that building programs in High Needs areas will necessitate adjustments in enrollments. To underscore the importance of High Needs funding Chancellor Zimpher related the Clinical need for nursing; and federal "Medicaid to the States" funding for Clinical instruction.

As the colleges in the Technology sector provide technical and agricultural education which is costly in terms of equipment, staffing, facilities and supplies; clarification was sought regarding whether new opportunities for special needs funding would be forthcoming. Chancellor Zimpher acknowledged the cost of providing specialized types of education and stated that a small part of this funding model is mission adjustment and the system's need to know what it really costs to provide instruction.

Open SUNY is SUNY's new initiative to increase online course and program offerings. It is important to acknowledge that many citizens of the New York State still do not have reliable internet connectivity. SUNY should support the Governor's and the President's broadband initiatives to provide access everywhere in the state and the country.

In order for Open SUNY to be successful support for training the faculty to transition courses from in-seat to on-line is required. Resources and expertise within SUNY, especially concentrated in the faculty of Empire State College, should be shared, but this initiative should not result in an undue burden for our expert colleagues.

A long discussion occurred within the senate regarding the projected development of the new on-line and 3 year programs. It is imperative that the faculty be engaged in the design of the curriculum for the new on-line and 3 year programs and that the established process of course and program development will merely be accelerated, not circumvented. Chancellor Zimpher acknowledged that the faculty has control over the development of courses. SUNY will provide learning platform; on-line monitoring system; and the faculty will create the programs. SUNY, CUNY and University of Maryland partnered in an experiment funded by Bill Boland, former president of Princeton University. Center for Cognitive Learning at Carnegie Mellon provided metrics that showed that students in the on-line courses performed just as well as students in the in-seat courses performed.

Finally in an earlier discussion with Vice Chancellor for Financial Services & Chief Financial Officer Brian Hutzley an important point was made regarding how the Resource Allocation Model disadvantaged the Technology sector which serves the largest segment of economically disadvantaged students in the system. These students are in general more difficult to retain, graduate at a lower rate and require more academic support, yet in the RAM, enrollment was the overriding control for determining a college's budget. SUNY needs to decide if its mission is indeed "to provide...educational services of the highest quality, with the broadest possible access, fully representative of all segments of the population" and if so, create a funding model that fairly reflects and supports that mission.

Statutory and Specialized Colleges Sector Report

Ron Sarner, SUNYIT

January 26, 2013

I. Items of Note from the Campuses:

1. The College of Ceramics is engaged with Buffalo State in a virtual arts center.
2. The College of Agriculture and Life Sciences at Cornell hosted a Yogurt summit. Work is underway to identify ways of harmonizing increased yogurt production with the preservation of water quality. An on-campus pilot yogurt processing plant has been placed in operation.
3. The College of Veterinary Medicine is expanding. It is looking at on-line options for students engaged in off-campus internships.
4. A new academic building has been completed at Maritime. The college survived Sandy in good shape and got good press by hosting FEMA. The training ship is near its end of life; a replacement is likely to cost between \$60M and \$70M. Replacement is a federal responsibility.
5. The shared presidency between Morrisville and SUNYIT has ended.

II. Open SUNY

The following questions emerged as a result of discussions:

1. What is the role of Open SUNY in time-shortened degrees?
2. To what degree are cost savings for the system envisioned as a result of Open SUNY?
3. How will Open SUNY be marketed?
4. What are the expectations for on-line engagement for off-site work?