**170th Plenary Spring Meeting**

**April 23-25, 2015**

**Hosted by SUNY Plattsburgh**

**I. Plattsburgh – Welcome**, Provost James Liszka, USF Senator and CGL-Sandra Rezac and Wendy Gordon

**II. President Election**-Peter ran unopposed. Named president for next year.

**III. President’s Report** – Peter Knuepfer

1. Speak to the absence of the Chancellor at this meeting. She will not be able to join us-only 2nd in 6 years. She is currently at Potsdam presidential inauguration. She is also at a point in her career that she needs to redirect her energies to her top agendas (success, access, completion). Also said that she will no longer be here in person at all meetings, but will make one per year. Perhaps skyping in to others.
2. Applied learning language in the state budget-It required CUNY and SUNY students to all have some sort of applied experience. Peter and other leaders made known that they thought that curricular decisions should be left to the faculty. The Assembly voted the language down and the Senate voted it through with caveats. The final result was language that says that students need to have these opportunities (doesn’t say all and doesn’t say required). Board will pass a resolution that says that SUNY/CUNY will develop a plan for this and the plan will include a plan to explore the feasibility of making this a requirement. Although not worst case scenario, a precedence has been set as there is legislative language that speaks to curriculum.
3. Presidential review- moving forward rapidly because she has been talking about it and wants to finish it and also there are many long standing presidents that have not received raises in a long time. Evaluation of long serving presidents first. Ten presidents are being evaluated, Oswego being reviewed. USF passed a resolution with guidance on how to evaluate including a set of principles that were guidelines. Initially seemed fine, but the Chancellor was not clear on how to implement. It was turned into a 360 review system. Sent to campuses for them to identify people to include in this review. Set of recommended folks to include in the review, governance leaders, students, vice presidents, other staff (approximately 20 people). Ultimately, the president gets to chose the names that get to send forward. This is scheduled for May. Discussion ensued about how unreasonable the timeline is for this, problems with the president making the selections of persons to review (although with guidelines), problems with president mentoring in the system and not addressing problems at the presidential level.
4. June 4-5 is leadership institute for new and returning campus governance leaders.
5. Request from David Belski SUNY-putting together a task force on social media and communication that can represent faculty interests (both positive and negatives).

**IV. Sector meeting**

Joe marren elected- unopposed- as sector rep.  
Minna put forth the idea of a resolution about presidential review  
Proposed to write it as a thank you for implementing this request, but we would look forward to continued discussion.  
  
**New paltz**- gen Ed and campus governance ( never get quorum)- body disbanded and reestablished. Library construction. Open access. Provost stepped down- potentially due to review. 5 deans stepped down in last year or so.  
**Plattsburgh**- senators tired of being told to comply with things, like seemless transfer- which impacts programs.  One thing is TAP- you can't have a double major or some minors if they are getting TAP, and other problems.  
**Brockport**- outgoing president nominated for award for shared governance. Good feeling. Vice President of finance warning about finance collapse- they don't have the mandated $3 million reserve. New president announced on May 7th. Looking for an academic. Currently assessing administrators.  
**Empire State**- how is shared governance defined and what does participating/consulting mean? No representative from teaching faculty conference on senate- president turned it down. Radical restructuring by new pres and relatively new provost with disregard on founding ideas and mission. Open SUNY not impacting empire enrollments, and Open SUNY at this point is really a disappointment at this point as it really just a searchable destination for all of the established programs/ courses.  
**Oneonta**-passed 7-10-30 pushed it through for Gen Ed, just started Degreeworks, financial aid question as they are limiting credits covered. State TAP is state and much stricter than federal.  Auditing practice is really scaring schools to be much more strict.  
**Fredonia**- GE approved, start from 16-17, similar to 7-10-30, pilot a freshman seminar-faculty didn't want it. Budget- $4.5 million gap. Sabbaticals- just approved process, $250k budget, but only 27/37 were approved despite many full year. Provost turned down- so it is said.  
**Buff state**- new provost, enrollment issues. Developing a process for administrative review. There are documents in the UFS handbook.  
**Purchase**- shared gov. Review proposal. Restructuring senate/ governance. They have gone to a 2 year budget process.  
**Geneseo**-new president, concerns about excels.  
**Potsdam**- new president, enrollment challenged, center for applied learning, overturned denied sabbaticals  
**Cortland**-issues getting folks to governance table, vacant Vice President position, Lack of multilingualism  
**Old westbury**-governance. No transparency about budget. Tuition rally

**V. Introduction of Resolutions and Executive Committee Report** – Gwen Kay

1. Joint Statement on Shared Governance
2. Resolution on Renewal of NYSUNY 2020
3. Applied learning
4. Graduate Support for SUNY undergrads
5. Resolution on Open Access

**VI. Seamless Transfer and Degree Works updates** – Dan Knox, Director of Student Mobility

Transfer patterns, 44.4% of bach. Degrees were to transfer students. 2 year to 4 year is only ½ of transfers, everyone is senders and receivers. Resolution on seamless transfer is gen ed, courses in major, and credit caps of 64 and 126 were the 3 pilars of this 2012 mandate. A bit of the history of the process. There was a huge amount of negative feedback and there is continued work to improve these. Computer science and Diettetics transfer paths have been posted. Now 52 transfer path disciplines. Database of 32,000 courses guaranteed for transfer. 24 new transfer paths requested.

SUNY Degree Planning and Audit tool-transfer finding network. Oswego was one of the first campuses in the testing. Testing this spring and by fall up to 45 campuses.

**VII. Report on Intellectual Property** –Heather Hage, Senior Director of innovations and Partnerships SUNY, Elise Puzio, Assistant General Counsel SUNY

Changes in the intellectual property, under patents and inventions. Policy was adopted in 1959 (last amended in 1988). Proposed changes include clarification of “own time” removes barriers to contracting with industry, ownership of intellectual property. Goal to promote student innovation and entrepreneurship and income related to non-patentable intellectual property. Keystone is contracting and allowing flexibility at the campus level.

**VIII. Research at the Comprehensive & Technology Campuses: What Can We Do?** Dr. Richard Burke, President Fellow RF

Discussed how higher education is going to change. He posits that the future of research at teaching colleges will 1) make alliances to gain access to colleagues, research apparatus and graduate students, 2) some will research pedagogy, 3) most will focus on applied research rather than fundamental research.

**IX. Budget Report** – Eileen McLoughlin

This years budget is up $42.5 from last year. We lost on salary support. The salary reduction program, in which that the governor with held money from faculty salaries, will not be repaid by the state, but by each individual campus.

**X Provost’s Office Report** – Alex Cartwright, Provost

**XI Sector Reports** with Alex Cartwright

**Comprehensive Colleges**

Q presidential review:

A: wanted to get it in and going as soon as possible, and in the future not as tight of a timeline.

Q.$18M in performance based funding

A. yes competitive, and being developed as we speak, but based around SUNY Excels-Completion may be the highest (only?) priority. Looking to disperse the money by Oct. maybe whitepaper phase, and invitation to submit proposals, and then get the whole process done.

Q What about enrollment issues in comprehensives

A We need to embrace what it means to be a system. There is a place for everyone. You should embrace what makes you unique. Comprehensives need to tell a better story and sell it better.

**Technology**

Q Why are some programs approved so quickly and others not

A some degree conversions-remember it must go to state ed too.

Q Pay compression

A tough question….

Q More tech sectors masters?

A Did approve one and lots of due diligence to make sure there is no conflict

**Health Sciences**

Q more state support and increased financial aid on the system level.

A chancellor is asking for more funding for students, are asking.

**University Centers**

Q how are we going to support open access and coalitions that are the modern trend

A we are worried publication costs. How do we do open access within SUNY.

Q summary of jobs created, taxes lost, and summary of Start up New York

A 76 jobs created, but facilities are still being created, and we need to be realistic that this is still early on.

Q What is long term plan to increasing student access to tenure track faculty

A another tricky problem

**XII. SUNY Student Assembly Report** – Lori Mould, President

SUNY speaks up event in March. 3 hosted conversations with the Chancellor on rational tuition. Resolutions will be online at SUNYSA.org. Student feedback pointed to problems with advising.

**Faculty Council of Community Council**- Tina Good, President

We need to look at TAP, rational tuition, but also financial aid. And concerned about 64 credit limit, especially in the STEM fields. Also spoke to transitions in leadership, seamless transfers, etc.

**CUNY University Faculty Senate** - Terry Martell, Chair

Overall pretty positive except for the financial situation. Pleased with new provost.

**United University Professions – Fred Kowal**

Spoke to USF and UUP working together. Salary reductions/withholdings will be paid back next year at a cost to SUNY and the campuses, but UUP is prioritizing it.

**XIII Resolutions**

**Joint Statement on Shared Governance-**passed without dissent

New York’s two systems of public higher education, the State University of New York (SUNY) and the City University of New York (CUNY), have three faculty governance organizations that represent the academic voice of the faculty, namely, SUNY’s University Faculty Senate and Faculty Council of Community Colleges and CUNY’s University Faculty Senate.  All three faculty governance organizations agree that systems of shared governance are the most dependable and effective structures to support sustainable and innovative colleges and universities.

Equally important, the faculty's disciplinary and teaching expertise are essential for determining the curriculum, developing appropriate pedagogical methods, and advancing knowledge. Institutions of higher education work best when faculty, individually and collectively, are responsible for exercising their academic judgment to determine who teaches, what is taught, to whom and how, and what performance standards are appropriate. Colleges and universities that serve students with a wide range of academic preparation face a particularly challenging task. Faculty are responsible for ensuring that students learn, so that the college or university can fulfill its core missions of advancing and transmitting knowledge. In doing so, they must have the Academic Freedom to pursue effective expression of that judgment. While trends and demands from stakeholders external to colleges fluctuate over time, tradition and experience consistently recognize the value faculty bring to higher education’s role in meeting societal needs for an informed and thoughtful citizenry to maintain and advance civil society.

--Adopted unanimously on by the Executive Committees of the three organizations, January 8, 2015

**Resolution on Renewal of NYSUNY2020-**Passed without dissent

Whereas, the New York State Legislature passed the NY-SUNY 2020 Challenge Grant Program Act (NY-SUNY 2020) in 2011, which was signed by Governor Cuomo; and

Whereas, the NY-SUNY 2020 Act authorized the Board of Trustees to raise tuition incrementally and predictably, establishing a rational tuition plan for 5 years; and,

Whereas, the Act also obligates the State to appropriate operating funds from the State General Fund, each year during this five-year period, no less than the amount appropriated in the prior fiscal year, which has commonly been called a “maintenance of effort” provision; and,

Whereas, the Act sunsets at the end of the 2015-16 fiscal year; and,

Whereas, the State has not provided sufficient appropriations from the General Fund to cover increases in mandatory costs, such as negotiated salary increases, during this five-year period; and,

Whereas, the University Faculty Senate has, since January 2003, supported the notion of a rational fiscal policy as a cornerstone of State support for the SUNY System;

Therefore, Be It Resolved that the University Faculty Senate of the State University of New York urges the New York State Legislature and Governor Cuomo to renew the NY-SUNY 2020 Challenge Grant Act through the 2019-2020 fiscal year with the three following interdependent elements:

Establishing a commitment to a true Maintenance of Effort by the State for the entire State University of New York System, whereby the State will maintain base funding at the FY 2015-16 and increase it annually by an amount no less than that necessary to meet increased costs of negotiated salaries, fringe benefits, and other mandatory inflationary costs;

Reauthorizing a rational tuition plan;

Renewing the tuition credit for TAP-eligible students by requiring that New York State allocate funds to cover the difference between resident undergraduate tuition and the maximum TAP award for those students eligible for the maximum TAP award; and

Be It Further Resolved that the UFS President is authorized to communicate this resolution to the Chancellor and Board of Trustees of SUNY and appropriate members of the State Legislature and Office of the Governor.

**Resolution: To Support Planning and Implementation of Applied Learning Experiences at SUNY-**passed without dissent

WHEREAS, Article X § 4 of the Policies of the SUNY Board of Trustees stipulates that “the faculty of each college shall have the obligation to participate significantly in the initiation, development and implementation of the educational program”; and

WHEREAS, Article VI. § 3 specifies that “The University faculty shall be responsible for the conduct of the University’s instruction, research and service programs”; and

WHEREAS, Title 8, Chapter II, Part 52 (b) (3) of the Regulations of the Commissioner stipulates that

“For each curriculum the institution shall designate a body of faculty who, with the academic officers of the institution, shall be responsible for setting curricular objectives, for determining the means by which achievement of objectives is measured, for evaluating the achievement of curricular objectives and for providing academic advice to students. The faculty shall be sufficient in number to assure breadth and depth of instruction and the proper discharge of all other faculty responsibilities. The ratio of faculty to students in each course shall be sufficient to assure effective instruction”; and

WHEREAS, Title 8, Chapter II, Part 52 (c) (5) of the Regulations of the Commissioner requires that “The institution shall assure that credit is granted only to students who have achieved the stated objectives of each credit-bearing learning activity”; and

WHEREAS, Title 8, Chapter II, Part 52 (e) (4) of the Regulations of the Commissioner identifies an administrative responsibility to ensure that “Academic policies applicable to each course, including learning objectives and methods of assessing student achievement, shall be made explicit by the instructor at the beginning of each term”; and

WHEREAS, academic institutional support, including a philosophical commitment evidenced by allocations of both financial and human resources, is required for internships and all credit-bearing experiential education to meet program goals of the department and academic units that offer them (e.g., interdisciplinary centers and cooperative education programs); and

WHEREAS, SUNY instructional faculty in academic departments and SUNY instructional support personnel in Career Development Centers share a common purpose to serve SUNY’s students and SUNY’s commitment to experiential education/applied learning; and

WHEREAS, academic departments and institutions that offer internships have a responsibility to assure the availability of adequate funding for appropriate faculty supervision of all types of credit-bearing applied learning, including regular internship site visits and/or other means of effective internship supervision; and

WHEREAS the New York State Education Department includes the expectation that “qualified members of the faculty are assigned to oversee each internship experience,” for the approval and registration of programs containing required internships, (Guidance on General Academic Program Documents);

THEREFORE BE IT RESOLVED that all SUNY experiential education such as internships, co-operative education, and all applied learning and/or experiential education earning academic credit shall be the responsibility of the appropriate faculty who are members of the academic department (or similar academic unit) within the discipline in which the internship is offered and should be qualified to supervise the internship and other experiential education in the respective subject area; and

BE IT FURTHER RESOLVED that specific learning outcomes, carefully defined by faculty, will dictate the role a given applied learning experience contributes toward the requirements for the major or program; and

BE IT FURTHER RESOLVED that such credit-bearing experiential education shall be delivered with academic rigor and attention to educational effectiveness; and

BE IT FURTHER RESOLVED that faculty compensation and schedule for instruction and supervision of experiential education courses including internships, co-ops, and all other types of credit-bearing experiential education shall be commensurate with compensation and schedule adjustment of any other credit-bearing course taught by that faculty member, and,

BE IT FURTHER RESOLVED that when possible, faculty and student development personnel including Offices of Career Development shall work together to enrich the student educational experience.

**Resolution on Fellowships to support graduate research for SUNY undergraduate students who wish to attend graduate school-** passed without dissent

**Whereas,** there are limited external funding sources for graduate student research in both STEM and non-STEM areas and

**Whereas**, many outstanding SUNY undergraduate students engage in research projects but go elsewhere for graduate studies, and

**Whereas**, findings from *The 2015 Study of How to Engage SUNY-STEM Graduates in New York State\** indicates that the most important initiative to attract outstanding students to SUNY graduate programs is to offer those students assistantships.

**Whereas,** the faculty of each baccalaureate-granting campus value the research agendas of its undergraduate students, and

**Whereas,** student research is seen as an important link to economic development and jobs in New York State

**Therefore be it resolved** that the University Faculty Senate encourages the SUNY administration to explore the feasibility of offering a Chancellor’s graduate fellowship at each baccalaureate-granting campus to an outstanding undergraduate SUNY student to begin their graduate work at a SUNY institution.

\*The *2015 Study of How to Engage SUNY STEM Students in New York State* surveyed twenty-two graduate deans, of whom eighteen responded, in order to identify programs currently in place to attract talented students within New York State. Responses indicated that offering assistantships and internships, as well as readily available information about programs and stipends, were important and effective in the recruitment of New York State students into STEM graduate degree programs.

**Resolution on Open Access Publication-** passed without dissent

Whereas, SUNY faculty members create scholarly research and publish it with commercial publishers to sell to libraries at increasingly unaffordable prices; and

Whereas, the SUNY Libraries recognize the need for faculty and students to have access to, read, publish in, and to cite high quality, high-impact journals in their fields of study; and

Whereas, SUNY needs to develop a multi-faceted long-term strategy for scholarly communications and library funding across our campuses; and

Whereas, such a strategy will require strong statements of direction from the SUNY System Office, significant cultural change on our campuses, and alignment with faculty governance;

THEREFORE BE IT RESOLVED that the University Faculty Senate encourages SUNY, its Libraries, and the Faculty to explore and support alternatives to publishing scholarship with commercial publishers; and

BE IT FURTHER RESOLVED that the Executive Committee of the University Faculty Senate work with the SUNY Provost office, the SUNY Librarians Association, the SUNY Council of Library Directors, and other stakeholders to create a task force to explore alternative models of scholarly publishing and communications, and their impact on promotions and continuing appointment, and to report back to the University Faculty Senate with an interim report at the Winter 2016 UFS Plenary meeting, and with a final report at the Spring 2016 UFS Plenary meeting, regarding the feasibility, desirability and logistics of adopting such alternative models.

**XIV Sector representative election results**

**XV Open SUNY Report** – Ken O’Brien

Announced in 2013 Open SUNY. Charged with bringing faculty/campus perspectives to System. Guiding principles-make sure that campus based systems were being brought together through a portal. The goal of 100,000 more new students-without justification or explanation. We met this number! Largely because of MOOCs. We are trying to advise the campuses as well as at System to identify and meet the needs of NYers. Targeting adults as they are very successful, also want to expand the SUNY brand-MOOCs. EdX-Mooc arm of MIT and Harvard have now associated with ASU to offer entirely online freshman year, at a very low cost, largely using MOOC platforms. Those credits are going to be out there and transferable. The current focus is quality assurance.

**XVI Committee Reports**

Diversity and Cultural Competence Committee – Noelle Chaddock

Ethics and Institutional Integrity Committee – Shelly Mozlin

Governance Committee - Peggy De Cooke

Graduate and Research Committee - Rosalyn Rufer

Operations Committee - Tom Sinclair

Programs and Awards Committee – Bruce Leslie

Student Life Committee – Kelley Donaghy

Undergraduate Committee – Dan White

**XVII Other/new business/open discussion**

In Ohio, Governor made a policy change in the budget bill, that any faculty member that engages in any committee activity, is a manager and therefore they cannot be represented by a union. That has been withdrawn.

3 new resolutions from the floor

Federal funding of the NSF-urging congress to not separate funding by discipline- Carries without dissent

Presidential evalution-Carries without dissent as ammended

Family leave-referred to operations committee