

Faculty Senate

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Faculty Senate Bulletin

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Updates Since My Last Report

Since my last report, much has happened, especially with "Shared Services." While I will attempt an update everyone on that topic, given my extensive reports over the summer, I am concentrating this report on a number of other issues.

SUNY System Personnel Changes

In May Mr. John O'Connor, the Sr. Vice Chancellor for Research and Innovation, Secretary of the University, and President of the Research Foundation, retired after more than a decade of service to SUNY. In July, Ms. Monica Rimai, the Senior Vice Chancellor and Chief Operating Officer, departed to become the Vice President for Finance and Administration at Portland State University. Mr. Brian Hutzley, the current CFO at SUNY Delhi, has been named Vice Chancellor for Financial Services and Chief Financial Officer for SUNY. Dr. David

Lavallee, who agreed to take the announced end date (June 30, 2012) off his appointment, was named Executive Vice Chancellor for Academic Affairs and Provost, taking on new supervisory responsibilities. Mr. William Howard, the Senior Vice Chancellor and General Counsel has been appointed as Secretary of the University.

Finally, the Governor recently announced the appointment of Mr. Carl McCall as the new Chairman of the SUNY Board of Trustees. Mr. McCall has served on the Board for four years, adding to his distinguished record of decades of public service to New York State. He succeeds Mr. Carl Hayden, a long-time friend and advocate of public education. Mr. Hayden served with great distinction as both the Chancellor of the New York State Board of Regents and as Chairman of the SUNY Board.

At the Governor's press conference announcing Mr. McCall's appointment, I heard both Gov. Cuomo and Lt. Gov. Duffy proclaim SUNY's critical importance to the economic future of the state. This theme was later replayed by Dean Skelos, the Majority Leader of the Senate in his comment on Mr. McCall's appointment: "Our state university system is at the heart of our efforts to build a new, high-tech economy and create new jobs in every region of the state." This recognition of SUNY's contribution became part of public discourse because of Chancellor Zimpher's distinctive leadership.

SUNY System Committee Organization

The Chancellor's senior Executive team (Provost Lavallee, Mr. Howard, Mr. Hutzley and Ms. Johanna Duncan-Poitier) is

supplemented by the Cabinet, a broadly representative group of approximately 20 people, including the leadership of the system's governance organizations, the University Faculty Senate, the Faculty Council of the Community Colleges (the President of which is now a non-voting member of the Board of Trustees), and the Student Assembly. Mr. Hutzley is also organizing a number of advisory groups, one to revise the formula by which direct state support is allocated to the state-operated campuses and another to serve as a steering committee for the Shared Services initiative. Both will have Faculty Senate representation.

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FALL 2011

Updates . . .

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"The Power of SUNY"

The implementation of the "Power of SUNY" is proceeding, with the teams that were created through the first three phases now charged with bringing their ideas to life. The Strategic Enrollment Management team, for example, has been re-constituted to provide policy oversight to system enrollment and coordination with the resource allocation model (RAM) team, which is especially important since it is expected that enrollment will be a substantial part of the new allocation model. A leadership group for implementation of the plan met last April and will be meeting again in early November. As part of this effort, SUNY sponsored a successful national conference, "Universities as Economic Drivers," in late September in Buffalo that explored the relationship between universities, their communities, and economic development, one of the Chancellor's major themes that has gotten significant traction among the political powerbrokers. Next year's conference, already scheduled for next November, will examine "systemness," which while not actually a word yet, may soon be.

Work with the SUNY Faculty Council of Community Colleges (FCCC) and the CUNY University Faculty Senate (UFS)

I mentioned the continuation of the planning teams above, one of which is "Shared Governance." The team crafted a questionnaire about the structure and operation of shared governance on every SUNY campus, which was distributed to presidents, Chief Academic Officers (CAOs), and Campus Governance Leaders (CGLs). The responses, which are being analyzed, have been increased in number by a second targeted mailing this fall. In addition, each of the organizations (FCCC and UFS) has named liaisons to the other organization's corresponding committees, which will facilitate our collaboration and coordination on issues of joint

interest and concern. One of those areas has been, and continues to be, student mobility, for which a new Provost's advisory committee has been organized and met twice. I believe the work we have done in recent years on student mobility has created the best faculty-based system for transfer in the country. The committee will continue to monitor student transfer patterns and issues and recommend any necessary changes as we go forward.

Our relationship to the CUNY Faculty Senate is close, with the Executive Committees planning a joint meeting this December. CUNY's Senate, which contains representatives from both the community colleges and the baccalaureate colleges, is facing an administration-mandated revision of general education (sound familiar?) that has been tied to the need for more effective patterns of transfer among the CUNY institutions. Dr. Sandi Cooper, the President of CUNY UFS, invited me to speak at their last plenary in May about our struggles with these issues over the past decade, after which she and I successfully proposed a session for the November AAUP Shared Governance conference in Washington that will explore our distinct views on the experience each system has had with administration-mandated revisions in general education and its implications for shared governance.

Shared Services

I have already reported at length about this topic during the summer and intend to keep this part of the report as brief as possible. First, a reminder: "Shared services" covers two distinct, but related, initiatives, both designed to save money, moving those savings from administration into instruction or direct support for instruction. Second, the ratio of funding between administrative and academic services is most skewed toward the former on SUNY's smaller campuses.

All but six of the state-operated campuses have been aligned into largely geographically-based alliances, which are beginning to meet to explore ways they can share services, such as HR and

IR, that each currently staffs on its campus. The remaining six, however, were designated to begin by sharing, or at least that was the suggestion, the President's office, with Dr. Candace Vancko, the current President of SUNY Delhi, becoming the President of SUNY Cobleskill as well, with Dr. "Fritz" Schwaller, President of SUNY Potsdam taking on additional responsibility for SUNY Canton next year, and Dr. Wolf Yeigh (SUNYIT) also assuming the duties at Morrisville State College. As far as I have heard, while there is no opposition to the creation of working teams within the regional alliances, the criticism of a shared presidency has been growing. Whatever the form that shared services is taking for a campus, we need to be watchful of the form and extent of formal governance participation in the alliances.

On two of those six campuses (Canton and Morrisville) designated to share a sitting president, both the College Councils and the campus governance organizations voiced strong objections. The issue at Cobleskill is a bit different, in that that campus, unlike Canton and Morrisville, has recently experienced disappointing presidential leadership, which has led the campus to be more open to an experienced, successful president, despite the need to have her continue her responsibilities at Canton.

The Board of Trustees passed two resolutions on this subject, the first at its June meeting, and the second in September. In summary, the presidents of Canton (Joseph Kennedy, who remains in office according to his accepted letter of resignation until June 2012), and Potsdam (Fritz Schwaller) have been instructed to submit a joint report by March 30, 2012 on the possibilities and problems facing the campuses if they were to share a president. The four other campuses, however, are expected to move toward a shared presidency, with the caveat that each of the college councils will have an opportunity to craft a recommendation on the designated presidential nominee. Unorthodox, certainly, maybe even unworkable, but an effort that has grown

from a perceived need to deal with some of the financial implications of the \$1.4 BILLION cut from state support during the past four years.

In September, I requested time at the SUNY presidents' meeting to remind them of the necessity to work through existing governance organizations as planning for the regional alliances began. In addition, I arranged for Provost Lavalley to answer questions from a hundred faculty and professional staff after dinner during our Fall Planning Conference, a "q and a" which we later repeated in a different format (using the careful notes taken by a student attendee!). This session was videotaped for distribution across SUNY. It is now available at <http://www.youtube.com/watch?v=CMZqW68ZJ24>. In the first week and a half it was "up," there were more than 300 hits. Finally, I appeared in October at the ACT meeting (college council members) on a panel with Admiral John Crain (the former president of SUNY Maritime who is assisting the System with the initiative), Vice Chancellor Brian Hutzley, and Kaitlyn Beachner (the new President of the Student Assembly) on shared services.

Shared Services is obviously an initiative in its earliest stages, yet with some early successes that promise significant savings. While shared services may be changing the way we do business on our campuses for the better, it remains difficult to see clearly how two College Councils will be able to conduct a joint search for a new president when the need arises, or how a candidate who suits one of the paired campuses very well would be an equally good fit for the other. That's the issue of shared presidencies that will be directly addressed some years hence. Today, we must make certain that we in governance, both on our campuses and at System, are as deeply engaged in all these processes as possible, inasmuch as our futures literally depend upon it.

Legislative Agenda

This has been a remarkable year for SUNY and its legislative agenda, marked by unambiguous statements regarding SUNY's

role in affecting economic change, inclusion in the Governor's regional economic councils, and most of all, in both modest regulatory relief and the passage of NYSUNY 2020, which contained construction funds for specific projects and an additional \$75/student fee per year for the next five years (which is differential tuition by another name) for each of the four university centers. For all state-operated campuses, there was "rational tuition," an authorization for SUNY to raise its in-state undergraduate tuition by \$300 in each of the next five years.

Yet, just as there are no free lunches, NYSUNY 2020 is no exception. Chief among the costs is SUNY's assumption of responsibility to provide funds needed to cover the "TAP gap," that amount between the highest TAP award and SUNY tuition. In the end, this has meant that campuses will receive only 75% of the tuition increase, the remainder being provided to students in tuition credits, a process that will be repeated in each of the next five years if nothing is done about this issue. Could we get a TAP increase next year? Probably not. Any increase in higher education funding is unlikely when the state faces a \$2.5 billion—and growing—projected deficit for next year.

Despite those prospects, the issue must be raised, along with several others, such as relief for the SUNY hospitals. This too will take real money, money that isn't there in the state treasury. To expect the political class to willingly make new investments in places (such as the SUNY hospitals) where they apparently want none at all is unrealistic. While one of the three hospitals is financially secure, the other two continue to struggle, a result of the extent of cuts in public health programs coupled with state funding cuts.

Hospital aid is not the only issue that offers a greater chance of success at some undetermined date in the future, when the economy improves. When the state enacted the last tuition increase (\$650), it took 90% of that for other state needs. SUNY has received an additional 10% of

that increase in each of the past five years, which that students today are paying a more than \$300 per year in tuition that funds state programs in areas other than public higher education, say prisons, bridges, roads, etc..... In any event, logic, public morality and good government (a phrase that has particular currency with the Cuomo administration) argue in favor of ending this nonsense. Again, the state's pressing need for cash may be too great to overcome this year, but getting these issues out in the public is critical. I wonder. If we do the math, the money lost with the last tuition increase is almost the exact exposure we have on the TAP gap. Let's see if we make a deal.

Concluding Musings

› We are now in the third year of the Zimpher Era, a distinctive period for SUNY, characterized by the extent to which the Chancellor has helped set the terms of public discourse between the university and its more broadly-based public constituencies, including the state's political leadership. We have been identified as the engine for the state's economic revival, a mantle we will bear proudly and from which we may benefit in the short run (public investment in public higher education have not yet followed the rhetoric). While few of us could object to having SUNY seen as an (as opposed to the) engine of economic expansion, I am increasingly concerned that we have, by implication at least, promised more than we can produce.

› The reach of the strategic plan perfectly fit the moment, transforming the discourse, if not the funding streams, about the importance of public higher education; but, in the process, the public's view of academics has been focused exclusively on those disciplines or initiatives that seem to promise very quick rewards in terms of jobs and economic growth. This has left so much of what we do in the fine arts, the humanities, the social sciences, and even the basic research in the natural sciences and mathematics out-

side the discussion. In reality, we know that there are no magic solutions, no designated lines of research that with public investments will produce the social results we desperately need, the millions of jobs upon which families and communities depend. But, this much is equally certain: without the creation of new knowledge, without our commitment to teach our students what we know, without our services to our communities, our society cannot build the human capital upon which all economic and social progress will be based in the decades to come.

› Through the strategic planning process SUNY committed itself to solving, at least in part, several of the state's—indeed the nation's—most pressing social issues: effective and efficient health care, energy conservation and renewable resources, and the leaky educational pipeline, to name three. Implicitly, the plan successfully sought to remind both the university community and the broader public that public higher education in the United States has been most effectively tied to the traditions of public service represented by the Morrill Act, that 1862 landmark legislation that sought to translate academic knowledge into solutions of real-world agrarian problems.

In short, we who work in SUNY, one of New York State's two distinctive systems of public higher education, offer students and communities alike opportunities essential to our shared progress in the years ahead. Despite the recent devastating funding cuts, our commitment remains: to continue offering the highest quality post-secondary education to every member of our state who seeks it, irrespective of social class, ethnicity, or any marker of human differentiation, other than those of the talent, discipline and engagement necessary for learning. In other words, we embrace the public mission of our public university system.

OF NOTE

17th Annual University at Buffalo McNair Undergraduate Research Conference

Co-sponsored by the SUNY University Faculty Senate, this event brought together 380 attendees made up of undergraduate scholars, faculty mentors, program staff, and administrators.

Held at the Conference Center Niagara Falls in Niagara Falls, NY on July 14-16, 2011, it is one of the oldest and largest undergraduate research conferences in the country. Of the over 200 McNair Programs across the nation, UB's McNair Program is one of only a handful that host a national research conference.

The McNair Scholars Program prepares low-income, first generation undergraduate students and students from groups underrepresented in graduate education for doctoral study. Student scholars receive services including research opportunities, summer internships, seminars, academic advising, mentoring, and assistance in securing admission and financial aid for graduate programs leading to the Ph.D. The conference formally introduces them to the world of academia. The young people at this conference represent the next generation of professors, researchers, and influential thinkers in our society, and our conference provides a unique opportunity to recruit them to our various graduate programs both within the SUNY system and beyond.

The conference provides an exceptional opportunity for undergraduate students from across the country to present faculty-supervised research (in both oral and poster formats); network with professors, graduate students, and their peers; participate in workshops on the graduate school application process; attend a graduate school opportunities fair; and learn from inspiring speakers who have earned doctoral degrees and advocate the importance of higher education.

You are encouraged to consider attending our next conference. Mark your calendar for the **18th Annual McNair Undergraduate Research Conference** scheduled to take place in Niagara Falls, NY from July 19-21, 2012.



Carl T. Hayden
Former Chair
SUNY Board of Trustees

Thanks For Your Support

I want to express my admiration and gratitude for your steadfastness during my four years as Chair, surely the most tumultuous era since SUNY's founding. I can

think of few other public institutions that could have survived the assault represented by the withdrawal of 35% of its operating aid. That you held SUNY together in the face of this mindless slashing is worthy of recognition.

For myself, I leave with a sense of real accomplishment. There was no permanent Chancellor during most of the first two years of my term and I spent more time than I had ever anticipated dealing with issues that had little to do with policy. In opposing the first wave of budget cuts, trustees demanded that the Governor and Legislature stop diverting tuition to non-educational uses, including debt reduction. Putting into public space the issue of who owns tuition would ultimately result in an important legislative victory recognizing this seemingly self-evident principle: tuition belongs to the students.

Our search for a permanent Chancellor yielded Nancy Zimpher.

She is, in my judgment, the most dynamic leader in all of American higher education. I was proud to lead that search. Now, SUNY has a bold strategic vision and is well down the road to executing a plan that, among other things, positions SUNY, a major creator of intellectual capital, at the forefront on New York's efforts at economic revitalization. SUNY has re-acquired an upward trajectory.

I want to extend special appreciation to the faculty for the indispensable role it played in two other signal achievements: seamless student mobility and rational tuition. Thanks to your keen interest and profound knowledge, New York can now fairly claim the most transparent, most user-friendly, most predictable student transfer process in the nation. And I will be forever grateful for the leadership shown by the Faculty Senate and the Student Assembly in the rational tuition debate. Rational tuition is

a lifeline that would have eluded us were it not for your support.

Finally, I need to say a word about UUP. I have no anti-union animus. I represented public employee unions for years. I must say, however, that it has been mystifying to me that UUP has opposed virtually every single initiative advanced by the trustees to make SUNY a more stable, vital, nimble institution. Coming immediately to mind are rational tuition, regulatory relief, and public/private partnerships. At the very least, this suggests the need for a more constructive dialogue between UUP, the Chancellor, SUNY trustees and the Faculty Senate.

I once wrote a piece for this journal that analogized SUNY to Gulliver, rendered powerless by a thousand tethers. Some of those tethers have been shed. Gulliver is stirring.

I was proud to serve. I wish you all the best.



H. Carl McCall
Chair
SUNY Board of Trustees

The Transformative Power of SUNY

I was greatly privileged last month to accept Governor Cuomo's invitation to serve as chair of the State University of New York Board of Trustees, particularly now, when there is so much great potential for SUNY to shape the future of New York State.

It's important that I take a brief bit of space here to thank the governor for this opportunity and for his steadfast commitment to making SUNY such an integral piece of his vision for our state. It's a vision that I share with the

governor. We both believe in the potential of SUNY to be the economic engine that will really put New Yorkers to work for decades to come—and not just in the traditional jobs we've known about; but preparing young women and men for the jobs that are coming.

I look forward to working with Governor Cuomo in realizing this vision.

I also want to acknowledge my predecessor in this post and a valued colleague on the Board, Carl H. Hayden, to express my thanks and admiration for his stewardship. Carl led the board during a period of transition and enormous fiscal challenge for SUNY. The fact that the system arrives at this moment in its history on such sound footing, both financially and academically, has in large part been due to Hayden's wisdom and fortitude. I'm grateful he will remain a force on the Board as SUNY's next chapter begins.

Finally, I'm looking forward to collaborating with Chancellor Nancy Zimpher in this new role. It helps enormously that we both are guided from the same playbook in realizing the goals and strategies for making SUNY the 21st century university it needs to be for the all those who live and work in the State of New York.

Essentially, the chancellor and I are both educators. We began our careers in the classroom where our shared, life-defining commitment to academic excellence was forged. But we are also veterans of large-scale systems who have come to know, firsthand, how much the success of public higher education is intertwined with a healthy, well-performing private sector. This is why I've been an enthusiastic supporter of the idea—powerfully articulated by the chancellor and vigorously supported by the governor—that SUNY must be the engine for New York State's economic renaissance.

It's distressing that this approach is being categorized by some as a shift away from SUNY's academic mission. I was even asked by reporter at the press conference where my appointment to the chairmanship was announced about a supposed "balancing act" between SUNY's economic development focus and its commitment to quality education and if it will be a challenge to keep SUNY's academic mission "pure." The truth is, as I told those assembled, there is no conflict. My years of formal education were transformative. They prepared me for the opportunities that existed for promising college graduates in my chosen field in

the 1960s—opportunities I was able to seize upon and take advantage of, and have served me well my entire adult life.

It's the task of SUNY's 64 campuses to provide this very same transformative experience for the students we serve. We do that best by understanding how the world we are preparing students to enter is changing. What are the fields and required skills that will have the greatest influence on the course of local and global economies and shape how life will be lived on our planet? What is SUNY doing to provide those skills in ways that are—in keeping with SUNY's mission—both affordable and competitive in terms of quality with private institutions with bigger budgets and more name recognition?

Campus by campus, SUNY is addressing these challenges by embracing its strengths as an educator, as a hub for innovative research, and as an essential source of employment and revenue for local communities across New York State. Exploring ways to capitalize on these strengths, such as forging partnerships with 21st century industries, will ensure that SUNY produces first-rank candidates to fill the jobs

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Nancy L. Zimpher
Chancellor
The State University of New York

SUNY: A System Empowered

The last legislative session was arguably SUNY's most successful in recent history, and our success as a system tracks with the support and advocacy undertaken by each of our stakeholder groups. As the representatives of the faculty and professional staff of our state-operated campuses, I thank the SUNY University Faculty Senate for its continued partnership.

Despite a \$289 million reduction in funding as a result of the 2011-12 state budget, Governor Cuomo and the Legislature have shown a commitment to SUNY and, perhaps even more importantly, a greater understanding of what the system is capable of doing for New York. With the passage of NY SUNY 2020, and with it the institution of a five-year rational tuition plan and the expanded procurement flexibility incorporated in the 2011-12 budget, they have ensured the ability of SUNY to maintain access and deliver world-class educational opportunities to the citizens of our state, broaden our research capabilities, and contribute to the overall economic development of not only New York but the entire country.

After the budget was enacted, so too was the NY SUNY 2020 Challenge Grant Program Act, which put in place a long-sought rational tuition program for our state-operated campuses, including a state maintenance-of-effort provision. SUNY students and faculty alike are already reaping the benefits of this historic reform and the stability it provides to allow our campuses to plan ahead.

Campuses now have the confidence to make the long-term commitment of filling vacant faculty positions and to begin to build the new programs to meet the state's needs for an educated workforce in critical areas like health care and new technologies.

Specifically, long-term plans include filling or creating more than 300 faculty and 235 support positions, and spending more than \$20 million to improve academic programs, fund scholarships, implement the strategic plan, and make long-delayed equipment purchases. In addition, the campuses plan to invest more than \$11 million in the SUNY tuition credit program to minimize the impact the tuition increase has on our neediest students.

Our University Centers at Albany, Binghamton, Buffalo, and Stony Brook are going even further. The Challenge Grant program asked these campuses to take on a large scale economic development project, and at the same time, expand academic programming in order to enhance the educational and research opportunities available for every student on these campuses. They have risen to the challenge. Not only focused on economic development and the opportunity to expand MWBE programs, the NY SUNY 2020 Challenge Grant proposals are equally centered on increasing student success.

Each plan outlines how the campuses, with the additional funds, will be able to increase graduation rates, improve faculty/student ratios, and bolster course availability. In fact, we project that at the end of the five years, our four university centers will have hired, in total, an additional 1,000 new full-time faculty members and 4,500 new campus employees; increased student enrollment by 4,700 students; and improved graduation rates by 5 to 8 percent.

This has been a big victory for the SUNY system, but especially for the thousands of students who look to SUNY each semester for a higher education and for the faculty who provide their instruction.

However, this new tuition revenue—an estimated \$75 million in the first year—does not begin to cover the amount of money that SUNY has lost over the last four years. And as the state, our students, and their families prepare to make a deeper investment in

SUNY, we must be cognizant of our operating culture and the necessary shift it must take to a model that is more efficient and takes advantage of the breadth and scale that the SUNY system has to offer. The SUNY campuses have managed impeccably to continue providing a top-notch education to thousands of students each year despite massive funding reductions. However, despite our best efforts, higher education remains at a crossroads. It's a trend we are seeing not just here in New York but across the country. Public colleges and universities are coping with less public investment, greater public demand, and rapidly shifting economic sands that require us to be increasingly agile.

By now, you have read a great deal about SUNY's efforts to share services among neighboring campuses in each region of the state. Campus to campus, regionally, functionally, by sector, by mission, and at a systemwide level, we are looking at every opportunity to share services and, ultimately, successes in order to reinvest in our core mission and maintain our student offering. What the campuses cannot do alone, we hope to accomplish together as a system.

In doing so, SUNY must also live up to our commitment to reinvest resources from administrative savings to instruction and student services. It's a message we've carried loud and clear in meeting with campus presidents, business officers, provosts, students, faculty, and community leaders, and it is one that we will continue to uphold as we move forward with the next budget cycle and legislative session.

As you read this, SUNY is developing its budget request for 2012-13. We recognize the challenging task that lies ahead for our State leaders as they continue their efforts to keep New York financially stable in today's economy. And we are prepared to take on our share of sacrifice. But we cannot, and will not, allow it to have an adverse effect on our students.

As we begin the budget process anew and prepare as best we can for 2012-13, I look forward to again working hand in hand with the University Faculty Senate. SUNY's message cannot solely be carried at the system level. As in years past, our success will rely greatly upon our ability to unite the system and act as one for the benefit of our students and for all of New York State.

FROM THE CHAIRMAN

Power of SUNY . . . Continued from page 4

that will shape our future. The good news—and its remarkable news, really—is that SUNY has never before had a more supportive relationship with Albany and the legislature. It cannot be emphasized enough that the level of investment we've seen from the sitting state executive exceeds any in SUNY's history, including a \$140 million commitment to help develop programs around SUNY's four University Centers. That amount will be matched with private investment and philanthropic dollars, and there will be some \$824 million of construction projects that will ensure that the facilities and resources we provide our students are state-of-the-art, while creating more than 7,000 jobs for New Yorkers.

It would be a mistake; however, to conclude—as has been suggested by some critics—that SUNY is somehow compromising or abandoning its high academic standards with these projects. On the contrary, smart investment in our campuses is very much a part of SUNY's sacred responsibility to uphold those high standards in a world that is rapidly changing and unforgiving of obsolescence.

Academic excellence is what we must demand of our students and of the system that serves them. It is the only means by which our graduates will be fit to compete for tomorrow's jobs and have the kinds of careers that are not only personally fulfilling, but create a lasting influence on our state and our world. SUNY must have the power not only to educate, but to be transformative.

To that end, I firmly believe that SUNY's capacity to drive economic growth, create jobs, and incubate future technology and new industry all enhances our academic mission. These are not distractions; they are part of the infrastructure of 21st century higher education.



David K. Lavalley
Executive Vice Chancellor
and Provost

Shared Services

Academic culture is built on independence of thought and individual responsibility for designing and delivering courses and evaluating student performance. Naturally then, tension exists between this independent responsibility and our collective responsibility to our colleagues and institutions, which are expressed in the policies and actions of governing boards and the administrators who report to them. This tension is pronounced when conditions are severely altered and change is required on a short timescale.

Seven successive cuts to the SUNY system budget over the past four years—amounting to \$1.4 billion or a third of SUNY's operating budget—have defined a new fiscal reality. We have reacted to sudden decreases by apportioning cuts by various formulas and methods. Each time we took a different approach, none of which were wholly satisfactory.

But now, with the state committing to maintenance of effort and a scaled or "rational" tuition plan, we will have five years of stability and predictability that will allow us to plan for SUNY's future. The next step is to devise a method for allocating state operating funds for the coming fiscal year because working with a reduced budget is the reality of here and now.

All last year, as part of the strategic planning process, a team representing every sector of the university wrestled with this task. The Resource Allocation Team reviewed the budget allocation

methods of systems across the country and in our own history. The group came to consensus on several important principles for proceeding to a new funding model, including eliminating nearly all, if not all, of the over 150 special allotments. The group strongly felt that the emphasis in the new model should be placed on enrollment, funded by number of students, level of instruction, and programmatic cost, and the type of campus (research, specialized, comprehensive, technology, etc.). Funding to offset exceptional administrative costs, per se, would be eliminated.

It is in this same manner that we must explore shared administrative services among campuses, to reduce administrative overhead in order to direct our limited funds toward instruction. We will focus on the ratio of the budgets allocated to departments for their operation relative to the overall campus budget. This includes looking at full-time and part-time faculty, as well as supplies and equipment used in instruction and departmental support such as lab technicians and administrative support.

Shared services does not mean fewer employees—in fact, it means just the opposite. Our overall state allocated budget is likely to be a fixed amount, or nearly so, for the next several years. We have maintenance of effort, but no guarantee of increases. Given a relatively fixed amount of state support, if we invest a higher percentage in faculty we can increase the number of class sections and, concomitantly, increase enrollments. This would result in an increased overall budget, allowing us to hire more faculty and other personnel needed to accommodate the larger student body. Increasing our administrative costs instead would not increase our budgets or allow additional hiring.

Smaller campuses have had a higher percentage of their budgets devoted to administration (the so-called "administrative overhead"). The effort to create unified administrations for pairs of campuses is being pursued to reduce the administrative overhead and provide even better service for these campuses that have a hard time maintaining sufficient-sized

administrative departments on their own to fulfill expectations of students and faculty.

So, what part can faculty play in shared services? First, we would hope that faculty will work with their colleagues at other campuses to provide means for students to take advantage of courses being offered at a campus other than their "home" when they cannot be accommodated there. Courses may be unavailable (whether already filled or not being offered) at the home campus, and for courses with low enrollment, students from another campus may provide the number students needed to have the course run.

We would also encourage faculty to help us remove the administrative barriers to easy transfer of courses from one campus to another. And most important, we would like faculty to be involved in campus discussions so that the academic mission of each campus is enhanced by this process.

Nearly everyone seems to agree on the benefits of sharing administrative operations so that we can devote those savings to our instructional programs—that is, until there may be a personal trade-off to consider. The future of our university depends on the ability of all of us to understand, to adapt, and to be open to change.

FROM THE CHIEF FINANCIAL OFFICER



Brian Hutzley
Vice Chancellor for Financial Services
and Chief Financial Officer

Fiscal Decisions, Fiscal Opportunities

Whether you are a student, faculty, or staff in the SUNY system—the common thread is operating in an environment constantly demanding change and adaptation. What was once considered standard is now a struggle, what was status quo is now a luxury. But rather than calling for resistance, these challenges demand leadership that will make the critical decisions necessary to forge ahead.

Together—students, faculty, and staff—we can harness our creativity and ingenuity necessary to bring SUNY to the next level.

SUNY has endured \$1.4 billion in cuts over the last four years. No matter how many times I put this fact on the table, the sticker shock never wears off. Revenues are sinking, and costs are rising; energy, contractual obligations, supplies, even building materials continue to go up. Rational tuition has been instituted, but that is certainly not meant to fill the gap we face. We are, however, optimistic that the commitment by the state to "maintenance of effort" will ensure that the situation won't get worse and that means we now need to focus on changing the way we operate.

These changes cannot simply be dictated from the top down. We know all too well that we need to align our decisions and to partner with those implementing the changes or the changes will end where they began. Simply being in compliance won't get us far enough; we have an obligation to ensure that you as stakeholders are part of the process and feel a genuine sense of ownership.

And that is how we plan to approach our decision to share administrative services across campuses—exploring ways that work best for each campus and for each of you. Rather than dictating from the top down, we'll ask our campuses to use the opportunities to come up with solutions that produce greater

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Views From Two New York State Legislative Leaders of Higher Education

Senator Kenneth P. LaValle

*Chair, New York State Senate
Higher Education Committee*

Throughout my tenure as Chairman of the New York State Senate Higher Education Committee, I have worked hard to ensure that New York's students have access to an affordable, quality higher education, second to none in academics and research. Last year I shepherded a measure called SUNY 2020 through the Legislature that will enhance the academic mission of our State University, benefiting all students and furthering the goal of campuses as regional economic development generators.

A System in Decline

Two years ago, under former Governor David Paterson, it became clear that SUNY was in trouble, and that the commitment to higher education and the understanding of the economic potential of the state university system was lost. SUNY's budget, over my very strong objections, was cut by \$1.4 billion. Additionally, the former Governor raised tuition by \$620 and then swept those funds into the State's general fund to help close general budget shortfalls. Governor Paterson balanced the budget on the backs of parents and students who had scrimped and saved for a college education. Programs were lost. Students were subjected to larger classes when and if they were able to get the courses they needed to graduate and administrators found it difficult to budget for their respective institutions. Because of a lack of predictability, the specter of a household budget-busting tuition increase loomed over students' and parents' heads; they

had no way of knowing if this was the year that tuition would take a giant leap upward and potentially end their ability to start or complete their education.

New Leadership: The Birth of SUNY 2020

What a difference one legislative session can make.

This year Governor Andrew Cuomo recognized that we needed to breathe life back into the SUNY System. Assembly Higher Education Chair Deborah Glick and I agreed that we needed to create policy that preserved and ensured that our University system would have the resources to continue its important mission as one of largest public higher education systems in the nation. SUNY 2020 was borne of numerous discussions and give and take between the Governor's office, the State Senate and Assembly, as well as numerous SUNY stakeholders.

At stake was SUNY and the nearly a half million students in more than 7,500 certificate and degree programs on 64 campuses across the state that in the past three years generated more than \$600 million in research activity annually and produced research by world-renowned faculty.

Maintenance of Effort

Included, at the behest of myself and Assembly Higher Education Chair Deborah Glick in the SUNY 2020 legislation signed into law, is 'maintenance of effort' language requiring that state support for SUNY cannot be cut from the previous year's level. It precludes future budget cuts for SUNY absent a gubernatorial declaration of a fiscal emergency.

Accountability

SUNY must also be accountable and will have to examine and report on each campus' efforts to promote fiscal stability for the duration of the five year tuition plan by implementing cost saving measures and increasing fund-raising efforts. The new law also

requires the University Centers to make an annual report to the state university trustees about how research revenue yields quantifiable results for each of the four campuses and SUNY Buffalo and SUNY Stony Brook will have to report on what each campus is doing to maintain their Association of American Universities status.

The state university trustees will also be required to adopt guidelines for the foundations of state-operated campuses that require each foundation to adopt a conflict of interest policy applicable to the foundation and its affiliated corporations.

Rational Tuition Policy

I also fought for and won a rational, predictable tuition policy of an annual \$300 undergraduate tuition increase in each of the next five years rather than the proposed differential tuition pushed by some in the SUNY system. I believe a rational plan is fairer to students and that students in higher cost programs should not be subsidized by those in lower cost programs.

SUNY 2020 maintains affordability in that the annual increase is well-below the 20-year average annualized SUNY tuition increase of 6.7 percent. Moreover, it remedies the current irrationality of the system. The current system is one where there are periods without tuition increases followed by sudden and dramatic spikes in tuition of upwards of 40 percent. Such spikes and uncertainty in tuition is detrimental to students, families and the university system.

The rational tuition policy provides the ability to plan and provides our campuses with more revenue for instruction and research to create and retain jobs, while protecting families from runaway tuition hikes.

While SUNY 2020 provides much needed revenue to the campuses, it also recognizes current economic conditions and the difficulties that families face trying to finance a college

education. SUNY 2020 provides a tuition credit for all tuition assistance (TAP) eligible students whether they receive the minimum or maximum award. Students who receive the maximum award will not pay any tuition increase because the costs will be covered by the tuition credit for the state's most economically vulnerable student population. The proposal, however, also understands that all middle class families need help and that is why the credit is extended to all TAP eligible students. SUNY 2020 also provides that additional aid be set aside at the four University Centers for students whose family net taxable income is above \$80,000.

Summary of SUNY 2020:

- › Campuses to raise tuition by \$300 annually for five years
- › University Centers at Stony Brook, Albany, Binghamton and Buffalo to increase out-of-state tuition by 10 percent annually for five years, subject to approval of the Challenge Grant application submitted by each campus
- › Requires that the State maintain funding for SUNY and CUNY at no less than the level in the current fiscal year, unless the Governor declares a fiscal emergency
- › Authorizes the University Centers to offer additional financial assistance to students whose net taxable income is more than \$80,000, subject to approval of the Challenge Grant application submitted by each campus
- › Establishes tuition credits, requiring SUNY and CUNY to apply a credit against the tuition charged to certain students. The credit would be based upon the student's tuition assistance program (TAP) award and calculated by the Higher Education Services Corporation (HESC)

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Two Views . . .

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- › Authorizes the State to issue \$80 million in bonds or notes to implement the capital program under the NY-SUNY 2020 Challenge Grant Program (\$20 million per University Center campus)
- › The four University Center campuses may use \$60 million in existing university-wide appropriation authority for NY-SUNY 2020 projects (\$15 million per University Center campus)
- › The University Centers may use existing appropriations and reappropriations to advance capital projects approved under the NY-SUNY 2020 program
- › Tuition revenues generated through NY-SUNY 2020 remain on the campuses
- › Requires the SUNY Board of Trustees to study and report on the effectiveness of the TAP program, examining cost of undergraduate study, TAP eligibility criteria, award threshold levels and recommendations on how to improve the TAP program to maintain and enhance student affordability and access. It would further require annual reports detailing full-time faculty growth and study program availability under the NY-SUNY 2020 program.
- › Requires new ethics guidelines be implemented for foundations.

Deborah Glick*Chair, New York State Assembly Committee on Higher Education*

Across the nation, dramatically shrinking budgets at every level of government have resulted in teacher layoffs, reduced police and firefighter capability and that's just the tip of the iceberg. Endless war and recession have wreaked havoc on our ability to maintain and improve our physical and educational infrastructure.

All of this at a time when it is vitally important for our future prospects that we be aggressively pursuing a more educated populace and with it a more educated work force.

Many states have targeted their public university system for reduced state support. In New York, we have experienced several years of diminished allocations for both SUNY and CUNY. New York made the difficult decision to raise tuition this year, but with some important and notable provisos. While tuition will rise over a five year period, those increases are a specific dollar amount to avoid the compounding associated with percentage increases. Additionally, after long debate that lasted three years, we secured a commitment from the Executive Branch to maintain the current level of state funding, (maintenance of effort provision) and the inclusion of a tuition credit for TAP (tuition assistance program) eligible students. These key requirements made the overall proposal an acceptable one.

I believe it was crucial to the future quality of the public university systems to have a consistent and predictable funding stream to rebuild the faculty and to ensure access to new technology that is essential in this information and technological age. The changing role of higher education, from the advancement of knowledge and development of critical thinking skills to a more focused track to a particular profession is of concern. The push for "economic development," as the key goal of the university ignores the fact that has been the underlying byproduct of advanced learning, if not its chief motivation.

Once the die is cast that the future of our educational institutions are driven by the public-private partnership arrangements, there is the concern that the business community has more influence over curriculum and school direction than it should. There are some very good reasons

in some disciplines where the synergy between Masters level and Doctoral level work and research supported by these connections make sense. However, for many disciplines there is no clear cut public-private partnership to be developed, for example, art history, literature courses, or many other liberal arts endeavors. Too great a reliance on these partnerships could undermine the very notion of a broad based knowledge inquiry, which I believe has always been the strength of American higher education.

Therefore, I believe SUNY's role in the coming years will be vital to the growth of our economy, in no small part because the university will be strengthened by the adoption of this plan. However, it will only be fully realized if the commitment to a full maintenance of effort is consistently included in the Executive budgets that are presented to the Legislature by the Governor. I am hopeful that the consideration of the long term health and vibrancy of SUNY will ensure that all commitments are met as agreed to this year.

FROM THE CHIEF FINANCIAL OFFICER

Fiscal Decisions, Fiscal Opportunities . . .

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efficiencies. Some of these opportunities will require system-level solutions, which we will undertake collaboratively with the campuses.

Six years ago, after a long career in the private sector, I came to serve as the Chief Financial Officer at SUNY Delhi, a school with almost 3,400 students. Early this summer, I was appointed as the Interim Chief Financial Officer for the entire SUNY System, overseeing 64 campuses and 468,000 students.

I've always believed in straight-talk. No matter how you look at it, I can tell you that money adds and subtracts the same at every stop. And what was clear from my first look at SUNY's financial model was that it no longer works. Rising costs, years of budget cuts, an antiquated tuition policy, a recession economy—these and other factors made for a fiscally unsustainable model for public higher education at the local level and system-wide across New York State.

There is no longer any debate on the merits of efficiency. We cannot tolerate or afford unnecessary spending in order to maintain an outdated status quo. The Strategic Campus Alliance Network across the SUNY system, announced by Chancellor Nancy Zimpher this summer, was born from that very fact. In this effort, we must take examples from where ever we find them, even from corporate practices that are apt models for higher education. As with any venture, the responsibility is to the consumer—in SUNY's case, to our students and families, the citizens of New York as well as to our employees and the communities we serve. And that sense of responsibility demands that we respond to economic reality rather than attempt to exist outside it.

Here is the goal of the program, most simply stated. Our plan for sharing services offers campuses the opportunity to share expenditures and duplicative overhead—on their own terms—and channel those resources into expanding academic resources and course access for students. It is also a great opportunity to provide benchmarks and best practices to create a culture of continuous improvement.

The difficulties endured through this process will be trumped by two things: the opportunity to preserve and grow SUNY's multi-tiered role as educator, job creator, and economic engine for New York State, and our responsibility to best serve our students.

And the best way for any SUNY campus to serve its students is to invest every penny it can directly into preparing them for the future. That's where you come in. You teach and work with our students every day, you guide them toward meeting their goals both in their classes and in life, and you know what's necessary for them to succeed. We're listening.



Kaitlyn Beachner
Buffalo State College
President, Student Assembly

Our Year in Review

The SUNY Student Assembly new Executive Board took office on June 1, 2011, and will serve through May 31, 2012.

President: Kaitlyn Beachner
Second year Graduate Student at Buffalo State College and a 2008 alum of SUNY Potsdam.

Vice President: Kevin Rea
Junior at Maritime College.

Treasurer: Severin Kamani Jr
Transfer Student to the University of Albany and a 2011 graduate of Hudson Valley Community College.

Secretary: Julie Gorman
Transfer Student to Cortland and 2011 graduate of Corning Community College.

President Kaitlyn Beachner was proud to support the NYSUNY 2020 bill and be present at its signing. The SUNY Student Assembly, in the Fall of 2008, supported a resolution that called for rational tuition. After last year's Student Assembly Executive Committee's strong advocacy and 28 student governments that passed the 2011 SUNY Student Assembly Legislative Agenda, and with the maintenance of effort provision found in the bill, President Beachner was pleased to support it. Some students have been vocal about their displeasure with the bill and with the Student

Assembly's decision to support it, but based on the support of students from prior years, President Beachner and the Student Assembly Executive Committee still support NYSUNY 2020.

This year's Executive Committee has decided to try and instill some friendly educational competition among our student governments. At this semester's SUNY Student Assembly Conference (October 28-30), the Diversity Committee and Environmental Affairs Committee announced two challenges. SUNY SA is challenging each school to plan a weeks worth of events supporting Diversity or Sustainability programming. Each school has to document and apply by March 2012. At our April conference, we will announce the winners of both the Diversity Week and the Sustainability Week challenges and award the winning schools with a cash prize that will be used for the following semester's Diversity or Sustainability events. We want students to be excited about what they are doing on their campus and to share best practices so we can spread great ideas across SUNY.

At the September Executive Committee meeting at the University at Buffalo, Brian Hutzley, Chief Finance Officer for SUNY held a conference call on fees and shared services. At this time the students were presented the new SUNY Fee Policy. When Mr. Hutzley was asked what happens if these guidelines are not followed, he replied that the money should then be refunded if it was collected incorrectly. After that discussion, the students asked President Beachner to propose that change to the SUNY Board of Trustees at the next meeting. When that change was presented in public session, the SUNY Board of Trustees, Chancellor Zimpher, and Mr. Hutzley all agreed that the amendment was friendly and the Board passed the Fee Policy.

Also at the September Executive Committee meeting, the Committee passed a resolution of support for the University Faculty Senate's Executive Committee's Resolution about Shared

Presidents which called for the input of faculty before any decisions are made. Directly after that resolution was passed, the Executive Committee passed a resolution of its own stating that before any shared president decisions are made, student input must also be considered.

The SUNY SA Executive Committee also passed their Legislative Agenda at the meeting at the University at Buffalo. At the Student Assembly Fall Conference we presented the Legislative Agenda to the Voting Delegates and surveyed them on their thoughts regarding the issues on the current agenda. There was also a spot for qualitative data for any ideas that were not currently found on the agenda.

State Agenda

- › Work with the New York State governor and legislature to implement a "Maintenance of Effort" agreement for community colleges.
- › Increase the maximum Tuition Assistance Program (TAP) award, introduce TAP for graduate students, and ensure that it remains above State University of New York tuition to close the gap between maximum TAP awards and tuition increases under Rational Tuition.
- › Secure greater investment by the state in the success of the State University of New York through a "matching funds" program that matches 1:1 every dollar that SUNY diverts from administration to student services and faculty hiring and retention.

Federal Agenda

- › Maintain and expand Pell Grants as well as both subsidized and unsubsidized federal direct loan programs for undergraduate and graduate students.
- › Ensure that federal lawmakers hear the voice of State University of New York students and provide the state with the resources needed to preserve a quality public higher education system.

The SUNY Student Executive Committee has discussed making our Community Colleges our biggest priority. We want to advocate for state and federal funding support for these institutions specifically, as well as all SUNY institutions.

Another priority recognized by the Executive Committee is ensuring that we have Safe Zone trained students on every campus. Safe Zone is training people to support the Lesbian Gay Bisexual Transgender and Questioning (LGBTQ) community. With the world today, we have identified a need for a safe place on every campus for these students to go. At both SUNY Student Assembly Conferences there will be detailed workshops on how to train people work on their campuses to train students and other community members on the concept and use of Safe Zones.

The Communications Committee is working on articles for campus student newspapers and social media sites.

The Government Relations Committee has been working diligently to set up a SUNY-Palooza event in early March to continue the strong advocacy of SUNY Students in Albany.

At this fall's SUNY Student Assembly Conference, both President O'Brien of University Faculty Senate and President Good of Faculty Council of Community Colleges attended and spoke with the students. Also Brian Hutzely, Vice Chancellor for Financial Services and Chief Financial Officer for SUNY and Chairman McCall of the SUNY Board of Trustees spoke with the student delegation and answered questions.



Editors' note:

The Occupy Wall Street movement has attained a prominent place in the consciousness of the American public as it has spread around the country, and also across the world. It has placed the issue of inequality central in the current national political discourse in the United States—and elsewhere. Since many of those involved in this movement are college students and/or recent college graduates, their issues have increasingly come to the fore. In particular, the concern over the level of student debt coupled with the lack of available jobs to deal has led to a questioning of the value of a college education. Consequently, the editors have asked the SUNY Student Assembly to have one of their members submit a brief article on this issue as a guest editorial for this *Bulletin*.

The Occupy Movement and Students

Bryan Meyers

Student Government Association President and Student Trustee
Erie Community College

Steve Weaver

Erie County Community College

The Occupy movement has set up camp in downtown Buffalo and many people, including students, have taken notice. The movement, which began in Zucotti Park in New York City nearly two months ago, has spread to many major cities in the country and has a presence in all 50 states. While they list many reasons for camping out through all types of weather, one of their most well-known is their stance on student debt.

These days, the job market favors those with some sort of higher education. College, once considered a luxury for the privileged, is becoming increasingly necessary in the competitive workplace. In recent years, however, tuition costs and student debt have skyrocketed to record levels.

For the first time in history, credit card debt will be surpassed by student debt, topping \$1 trillion, according to economists. SUNY has instituted a plan, the Rational Tuition Plan, to curb the rising costs to students, but the amount owed after graduation is still on the rise.

These numbers have clearly caught the attention of the Occupy protesters. While there is no official stance (as the group has no official leadership), many have proposed the idea of partial or full loan forgiveness. Average debt for a four-year degree now averages around \$24,000, and a Master's degree beyond that averages over \$50,000. By contrast, in Germany the debt would be about \$2,000 and in France, nothing!

This, people within the movement say, is out of control. President Obama recently signed an Executive Order mandating new rules for collection of student debt. An optional cap on required payments has been placed at 20%, down from 25%, and total loan forgiveness time down to 20 years from 25.

Many at the protests agree with loan forgiveness, although opinions differ on how much to forgive and how long a debt should remain before total forgiveness.

Regardless of one's political affiliations, protestors say, their message is aimed at everyone. Their action, which many see as an exercise in democracy, is aimed at all Americans, and one group the protestors most want to see represented is students.

H. Carl McCall

Chairman of the SUNY Board of Trustees

H. Carl McCall was appointed Chairman of the SUNY Board of Trustees October 17, 2011. He first joined the Board as a member on October 22, 2007. Mr. McCall served as Comptroller of the State of New York from May 1993 to December 2002. As Chief Fiscal Officer of the State, he was responsible for governmental and financial oversight and pension fund management. As sole Trustee of the 880,000-member State and Local Retirement Systems, Mr. McCall was responsible for investing a pension fund valued at \$120 billion. Mr. McCall has had a distinguished career as a public servant. He served three terms as a New York State Senator representing the upper Manhattan district of New York City; as an Ambassador to the United Nations; as a Commissioner of the Port Authority of New York and New Jersey; and as the Commissioner of the New York State Division of Human Rights. Mr. McCall has been a passionate advocate for public education. He served as President of the New York City Board of Education from 1991-93, where he set policy for the largest school system in the nation and as the Chairman of the Public Higher Education Conference Board, a coalition of 14 member organization which supports a strong and vibrant public higher education system in New York State. He has also been active in the private sector; he served as a Vice President of Citibank and as Corporate Director of the New York Stock Exchange, Tyco International, New Plan Realty Corporation and presently Ariel Investment. Mr. McCall was educated at Dartmouth College, Andover Newton Theological Seminary and the University of Edinburgh. He is the recipient of nine honorary degrees.

Brian Hutzley

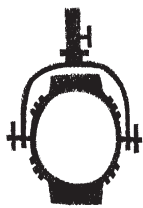
Vice Chancellor for Financial Services and Chief Financial Officer

Brian Hutzley is Vice Chancellor for Financial Services and Chief Financial Officer for SUNY. In this capacity, he is responsible for SUNY's \$10 billion annual all-funds budget as well as strategic infrastructure management and operations of the University. His administrative responsibilities also include oversight of the offices of Finance and Budget, Business Affairs, the University Accounting. Hutzley also works with strategic planning, shared service and strategic sourcing. Prior to joining System Administration in June 2011, Hutzley was Vice President for Business and Finance at SUNY Delhi, where his responsibilities included strategic visioning, budget and planning, computer information systems, accounting, purchasing, food service, campus bookstore and business and community service including continuing education programs. At the college, he was also the President of the College Association of Delhi, Inc, a member of the Board of Trustees for the College Foundation at Delhi, Inc. and the Operations Manager for the Research Foundation. Mr. Hutzley also served on and continues to serve on the SUNY Chancellor's Leadership Advisory Committee, Information Technology Transformation, Resource Allocation and Budget Task Force. He was the President of the State University Business Officers Association (SUBOA) providing invaluable vision, insight and policy support for the entire SUNY system. His prior positions include Director of Finance and Strategy for Mead in Sidney, where he drove acquisitions and alliances processes, budgeting, credit and collection and accounting services. Before Mead, he held management positions at Amphenol Aerospace, AT&T and NCR. His expertise includes strategic planning and implementation, financial planning and controls, and organizational and leadership development. Mr. Hutzley has a Master of Business Administration degree from Syracuse University and a bachelor's degree from Michigan State University. He is originally from Michigan and now lives in Gilbertsville, NY.

William F. Howard

Senior Vice Chancellor, General Counsel and Secretary of the University

William F. Howard was appointed as vice chancellor and general counsel by the SUNY Board of Trustees in January 2011 and began serving in this capacity March 1, 2011. He has been serving as interim secretary of the University since June. Mr. Howard was previously the chief counsel at the Washington University School of Medicine in St Louis and associate vice chancellor and deputy general counsel. He also served as deputy general counsel as well as interim vice president and general counsel at the George Washington University. Additionally, Mr. Howard served as assistant attorney general for the Maryland Office of the Attorney General, as a law clerk for the United States Court of Appeals in Baltimore, Maryland, and as an associate in the Corporate Department in a large private law firm. Mr. Howard received his bachelor's degree in Economics from Michigan State University and his J.D. from the University of Michigan Law School.



**SUNY
Oswego**

Tim Nekriz
Associate Director of Public Affairs
SUNY Oswego

SUNY Oswego evolves over 150 years, but remembers its roots

The institution today known as SUNY Oswego, which grew from nine students meeting in a cloakroom in 1861 to spawn an educational revolution, came from an unlikely leader. Founder Edward Austin Sheldon hated his schooling and begged his father to let him drop out and work the family farm instead. But with his family's support, he not only persevered but set up a school which he declared the first of its kind in America, and an Oswego Method of education that transformed learning.

After suffering through the rote memorization teaching then in fashion and generally unfriendly learning conditions, Sheldon's interest in learning was sparked by an outstanding teacher, Charles Huntington, who had set up a private school. Sheldon subsequently was accepted into Hamilton College, but had his studies derailed by illness. He came to Oswego through an offer to invest in a nursery, but those business plans fell through. Sheldon found himself with an unfinished education and no job in the bustling harbor town of Oswego in 1847.

And it might have ended there, but for Sheldon's desire to help the less fortunate, which altered the course of his life.

Oswego teemed with ships and goods pouring in to help build the expanding United States, and Sheldon noticed a large population, many of them immigrants, who appeared aimless and undereducated. Surveying the populace, he discovered 1,500 children who could not read or write—a large percentage of the city's residents. Working with concerned local citizens, he set up what was nicknamed the Orphan and Free School Association, and the

organization's supporters asked him to serve as its head teacher. While this effort collapsed due to a lack of resources and overabundance of political issues, it set Sheldon on the road to becoming an educator.

After a stint running the Syracuse City School District, Sheldon was tapped to oversee the new free school system in Oswego created by state legislation. Sheldon made many positive changes and contributions to improve the system, but still felt the rote memorization system did not serve the students well. In his search for better teaching techniques, he came across the Pestalozzian method of object learning—using charts, graphs, objects, maps, toys and a more hands-on psychology-based approach. He installed some aspects of object learning in the Oswego school system but the main beneficiaries appeared to be the teachers, who were hired almost as fast as Sheldon could educate them in this improved method.

Sheldon made a small leap of logic that involved the big step of founding a college. The Oswego Primary Teachers' Training School, which he founded in 1861, educated teachers in these new methods while providing in-classroom practice—a combination Sheldon said he saw nowhere else in America. Educational circles responded very positively, and Oswego graduates radiated out to organize schools, provide leadership and teach at teacher-training schools around New York state (some now SUNY schools), throughout the United States and as far away as Brazil, Japan and the Philippines.

This combination of object learning and in-class training, known as the Oswego Method, enhanced and influenced the field of education at a time the United States was growing and evolving into a world leader. Sheldon himself was asked to chair the professional training of teachers department of the World's Educational Congress at the Chicago World's Fair and Columbian Exhibition in 1893. When the ever-active Sheldon passed away in 1897, he was hailed by education leaders from across the country and some 200,000 students in 3,007

schools around the state made penny donations to the statue of Sheldon that currently graces the SUNY Oswego campus.

Innovation and evolution

Sheldon's emphasis on innovation, problem solving and learner-centered education has remained at the core of the Oswego experience. As part of its teacher training, Oswego established the first free public kindergarten in a normal school in the state. The school became one of the first with a program in manual arts—the manufacture of objects to use in this educational method. This manual arts program, later industrial arts and today known as technology education, gained such great renown and drew so many students that the Oswego Normal School opened a state-of-the-art Industrial Arts building in 1932, which joined the Normal School building (now Sheldon hall, opened in 1913) in a hillside campus that offered a view of Lake Ontario and room for expansion.

And expansion was on the horizon, set in motion by four factors. First, the institution was upgraded to the Oswego State Teachers College by the state in 1942, meaning it could at last grant degrees (before then, it could only confer diplomas). Second, the Servicemembers' Readjustment Bill of 1944—better known as the GI Bill—brought an influx of veterans eager to earn Oswego's degrees in education and industrial arts. Third, Oswego becoming a founding member of the SUNY system in 1948 included the campus in what would become one of the largest university systems in North America. Fourth, the passing of a \$250 million bond issue in fall 1957 made resources available for Oswego to expand to meet surging enrollments.

The 1960s brought Oswego immense growth both intellectual and physical. The college broadened from a teacher-training institution to a multi-purpose college in the early 1960s when it phased in a new liberal arts and sciences curriculum as the State University College at Oswego. Their existing emphasis on training teachers in these areas provided a solid base, but leaders recall some years the college

hired as many as 100 new faculty and staff to provide support for the flourishing programs.

In the wake of the 1957 launch of Sputnik and the U.S. government's emphasis on competing technologically with the Soviet Union, federal support and encouragement for programs in the sciences geared Oswego to join the effort to prepare the best and the brightest minds to tackle the challenges of the space age. Starting with its first National Science Foundation grant in the 1960s, Oswego began the process of pursuing cutting-edge scientific technology and research methods to prepare its students to tackle the problems of any era.

The 1960s saw the Oswego campus open 29 buildings, including residence halls for the booming on-campus population, Piez and Snygg halls for the teaching of science and mathematics, Hewitt Union to host student social activities, the Lanigan Learning Resource Center for large lecture classes and a then-fledgling program studying communication, Tyler Hall for visual and performing arts, Mahar Hall for the social sciences and Culkin Hall for the growing and increasingly professionalized administration required for an enrollment that soared from 2,000 in 1958 to 10,000 by 1970.

Through the storm

After such rapid growth, the college encountered some stormy waters. The Vietnam War and challenges to authority led to campus unrest, highlighted by 100 students taking over Culkin Hall on May 6, 1970. The college essentially cancelled classes for the remainder of that semester.

Budget cuts became an unfortunate reality in the 1970s, as the blue-sky optimism of the Rockefeller Years met the gathering clouds of economic problems. A state budget crisis in 1981 led to Oswego closing its renowned Campus School, a link back to the institution's founding of providing on-site classroom practice. The college found it challenging to maintain and revitalize some of its older structures, including a deteriorating Sheldon Hall that shuttered in 1983.

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SUNY Oswego . . .

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Yet SUNY Oswego was, like its founder, able to survive adversity and continue to thrive through innovation. In the late 1970s, Oswego created an Honors College to attract talented students interested in fresh and evolving educational approaches that challenged their thirst for learning. The first-ever Quest day in 1980 cemented the spirit of celebrating faculty and student research and collaboration.

The host of new majors and programs throughout the decades championed an interdisciplinary and cooperative spirit. Faculty members would work across departments and disciplines, through Faculty Assembly and planning committees, to create programs that enforced meeting educational and employment needs through a quality education with a liberal arts foundation.

New opportunities and new leadership emerged during the 1990s. On the eve of her 1998 presidential inauguration, Deborah F. Stanley officially welcomed Sheldon Hall back to campus use. That year also saw Hart Hall reopen after renovation—a first for a campus trying to update aging infrastructure—to become the new Hart Hall Global Living and Learning Center, embracing the increasingly internationalizing culture.

During her earlier interim presidency, Stanley spearheaded the creation of the Presidential Scholarship program, a merit scholarship project to attract high-achieving students for an active academic profile. This program has continued to expand over the years, joined in recent years by Possibility Scholarships for those entering the STEM field (science, technology, education and math) with financial need from partner school districts, among other initiatives.

The academic range expanded to more than 100 programs, from accounting to zoology, and new academic structures emerged to deliver instruction. In 1991, the Division of Professional Studies split into a promising School of Business as well as the tradition-

ally strong School of Education. In 2008, the new School of Communication, Media and the Arts spun off of the College of Liberal Arts and Sciences. Oswego added a Phoenix Education Center in 1994, and a Metro Center in downtown Syracuse in 2008. The college became an earlier adopter and leader in providing online learning opportunities to accommodate students needing this flexible learning option.

The opening of the Campus Center as the new hub of social activities—from a convocation hall and arena to upgraded student office, meeting and program spaces—in phases from 2006 to 2007 transformed the campus again. Athletic achievements christened the new building, the men's ice hockey team winning the Division III national championship and women's hockey returning after a long absence. The college media outlets that spawned many successful alumni relocated into new high-tech homes. The Compass, collecting a variety of student services to help incoming students (through orientation, first-year programs, transfer services), current students with hands-on experience (service learning and internships) and graduating students (career services) displayed the innovative and cooperative spirit for which Oswego is known.

The next step forward continues to rise on the Oswego campus, as the Sciences and Engineering Innovation Corridor will connect to renovated Piez and Wilber halls to create a new superstructure to prepare future scientists and science educators. New majors such as software engineering and human-computer interaction



point the college toward emerging technological fields. An increasing emphasis on going green—seen with the environmentally friendly new Village townhouses and added minor in sustainability—suffuses the campus as its residents concern themselves with the world of future generations.

Those future generations who attend SUNY Oswego will find a campus that keeps evolving, engaging and exploring. But the institution also remains true to the roots of Edward Austin Sheldon of promoting innovation, providing opportunities and caring for its students and society.

[This article comes from a yet-to-be-published manuscript celebrating the institution's sesquicentennial.]



Student Life Committee

Barbara Brabetz
Chair, SUNY Cobleskill

The charge of the Student Life Committee of the SUNY University Faculty Senate is to “be concerned with significant educational, developmental, social, cultural and recreational policies, programs, issues and services that affect the quality of student life and the campus environment of the State University of New York.” In this section of the *Bulletin*, a selection of recent activities and relevant publications/reports of the Student Life Committee are highlighted. Most of these publications and reports are available at the Committee’s website, http://www.suny.edu/faculty_senate/stu_life_com.cfm or http://www.suny.edu/faculty_senate/Publications.cfm.

› *Campus Traditions I (2008)*—a summary of esprit de corps across the system, the first of three documents summarizing the specific activities on the state-operated campuses that helps lend a distinct identity to each college community. (http://www.suny.edu/faculty_senate/Traditions%20Booklet-fullsize.pdf)

› *Student Health Insurance in SUNY (2008)*—a short white paper outlining the wide disparity in health insurance coverage for SUNY students. (http://www.suny.edu/faculty_senate/Student%20Health%20Insurance%20in%20SUNY.pdf)

› *Best Practices in Student Leadership*—an informational planner summarizing recommended strategies aimed at burgeoning student leaders to help them balance their student activities and their studies. (http://www.suny.edu/faculty_senate/Bestpracticesstudent_leadershipfinal.pdf)

› *Recommendations for Off-Campus Housing Services (2010)*—A comprehensive document that examines the depth and breadth of services currently offered to students across the state-operated campuses with an aim to develop suggestions for campuses to further develop the quality of their assistance to students and suggestions for students to make more informed decisions. (<http://www.suny.edu/facultysenate/Off-Campus%20Housing%20Report%204-19-10final.pdf>)

› *Veterans Health Services in SUNY (2010)*—This report summarizes the committee’s investigation to determine the current status of readiness within SUNY’s state-operated campuses when accommodating the health needs of returning veterans. The report focuses on understanding what specific concerns there are when dealing with both the mental and physical health challenges of veterans and what current campus practices are working. Recommendations for policy changes are included. (<http://www.suny.edu/facultysenate/Veterans%20whitepaper%20.pdf>)

› *Campus Traditions II (2010-present)*—a dynamic document continuing to compile a summary of esprit de corps across the system, the specific activities on the state-operated campuses that helps lend a distinct identity to each college community. (<http://www.oneonta.edu/development/huntunion/traditions/>)

Ongoing Projects and Publications in Production

Carry-over projects to be completed in 2011-2012

These include **Campus Traditions III**, a web-based compilation of community college campus traditions that enhances Campus Traditions I and II which are available in written and web form respectively. Committee member Cathy Parker has enlisted the help of former committee members and Charley Boyd at Genesee Community College, who have been involved in this project. We expect a roll-out in early 2012.

Another 2010-2011 project, **Sustainability from the Student Perspective**, seems to dovetail nicely with efforts of the Student Assembly, the ENERGY NY Transformation Team and initiatives from UFS' Graduate & Research Committee. We have offered the committee's assistance to leaders of these groups, specifically offering a venue for faculty and student survey deployment, information sharing, etc.

Committee member Yenisel Gulatee from the University at Albany worked diligently last year on SUNY & the World: Creating Global Citizens, an assessment of how international SUNY has become. In parallel the Office of International Programs led by Mitch Leventhal put together an impressive and comprehensive document published in April 2011. The 89 page OIP document can be found at http://www.suny.edu/powerofsuny/meetings/files/20110408materials/World_20110408.pdf.

High Priority Projects for the Current Academic Year

Work from last year's project delving into **Honor Codes** on a campus by campus basis will continue. In 2010-2011 the committee, spearheaded by Cheryl Drout of Fredonia, compiled information about the honor codes found on about half of the state-operated campuses. A sub-committee, lead by Mary Fakler, has decided that we will look at the codes on the remaining campuses for the 2011-2012 year. Once we have data from all the campuses, we will look specifically at a few central areas:

- › What does it mean to act 'honorably'?
- › How are students made aware of honor codes?
- › What about academic integrity and due process rights?
- › How are violations handled?
- › What cultural awareness is needed?

Once we gather the information we are looking for we plan to produce a document or web site with our findings along with recommendations and best practices, most likely in late 2012.

Our new initiative for the upcoming year will focus on **The Pleasures and Perils of Social Networking**. A sub-committee, headed by Cathy Parker, is gathering information, crafting a budget vetting possible topics and/or speakers. We plan to have a contest to identify best practices for each of four areas of social media. Tentatively, they are:

- › Best program to educate students about the perils of social networking
- › Best use of social media to engage students in an academic setting
- › Best use of social media to engage students in a student life setting
- › Best use of social media to engage students in community service

Winners in each of these areas will be invited to speak at the Student Assembly in the spring, and ultimately aim for a faculty/professional staff conference in the Fall of 2012.

Additionally, we will be setting up social media discussion groups to begin dialogs around these topics, including a Student Assembly blog and on LinkedIn for faculty and professional staff.

The last commitment we have offered is to assist with the roll-out of the new program **SUNY HELPS**, authorized by the Board of Trustees at their September meeting. SUNY Helps is a fund set up to serve students affected by the floods of Tropical Storms Irene and Lee. More information on SUNY Helps can be found at <http://www.suny.edu/sunyhelps/>.

Editors' note:

This section provides a mechanism for communication among SUNY faculty, professional staff, and administrators on issues of system-wide relevance or interest. The views and comments expressed are not necessarily those of the editors, the Executive Committee or the University Faculty Senate. Submissions for this section or comments regarding articles in it should be addressed to the editors and should generally not exceed 1,500 words.



SPEAK OUT!

Ethical Student Access to New York's Public Higher Education

Daniel S. Marrone
Farmingdale State College

This essay is a sequel to "The Realization of Jeremy Bentham's Utilitarianism in New York's Public Higher Education" that appeared in the spring 2011 issue of *Faculty Senate Bulletin* (p. 11-12). The previous essay, historical in nature, concludes with the provocative question, "Who runs SUNY?" The current essay seeks to currently address this loaded question. In the same *Faculty Senate Bulletin* issue, SUNY Provost David K. Lavalley provides some insight responding, "We plan to engage the relevant faculty in a SUNY-wide discussion aimed at sharing upper-division courses, perhaps regionally or across SUNY using technology" (p. 7). The "We" in this statement is crucial regarding the question of "Who runs SUNY?" The answer obviously is that we *all* share responsibility in this daunting task. Thus, challenges and debates over student access continue. At the SUNY Faculty Senate Ethics Committee meeting in Albany on September 15, 2011, I raised this issue as a core objective for discussion by the Ethics Committee. The Committee members agreed and the issue of "Ethical Student Access" will be examined at further meetings and perhaps at a Faculty Senate-organized ethics forum later in the academic year.

"Student access" as an issue in higher education is certainly not new. Examining student access in SUNY's past, Carlos N. Medina and Jeffrey Scott wrote an illuminating article, "Creating Educational Equity: A Brief Look at the History and Development of SUNY EOCs and EOP" within the publication, *SUNY at Sixty: The Promise of the State University of New York* (2010, p. 243-254). The authors assert, "The significant expansion of public higher education in New York State was a result of public desire for more educational access, the belief of the state legislature in quality post-secondary education, and the resolve of Governor Nelson Rockefeller" (p. 245).

Our mission is the same but circumstances are more dire today—namely the ever shrinking state-funding of SUNY! For more than a decade, budget cutbacks have caused a growing challenge to "ethical student access." Our need, more so today than in past years, is to do *more* for students with *fewer* resources. SUNY, facing permanent budget cutbacks, is coping with these constraints through system and campus reorganization. The movement of faculty, courses, and degree programs within and across SUNY campuses will undoubtedly increase over time. These movements pose new ethical challenges concerning "faculty access," "degree program access," and, as always, "student access."

At the April 2009 University at Albany research event entitled, "SUNY and the Promise of Higher Education in America," Conference Chair Dr. John B. Clark repeatedly exclaimed that SUNY's mission was, is, and will always be "student access." "Ethical student access"—the concept of putting students first and foremost—must be always at the core of SUNY. By doing so, we preserve and, hopefully, enrich New York's public higher education

Clark, J. B.; Leslie, W. B.; & O'Brien, K. P. (Eds.). (2010). *SUNY at Sixty: The Promise of the State University of New York*. Albany: State University of New York Press.

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SPEAK OUT!

NYSUNY 2020: A Gift Horse?

Kenneth P. O'Brien
SUNY Brockport

At the end of the last legislative session the Governor signed NYSUNY 2020, a landmark act that provided significant new funding streams for the State University, principal among which was what we in the Senate have called a "Rational Tuition Plan" for a number of years. The current bill is not quite the same animal as the "Rational Fiscal Plan" developed by the Senate more than a decade ago, but it bears a strong family resemblance. For good and sufficient reasons, both the Chancellor and the Chairmen of the Board of Trustees have hailed this landmark legislation, in the process singing the Governor's praises.

And well they should. Under the bill, each of the SUNY state-operated campuses will be able to charge—and keep, no mean distinction for those of us who remember the last tuition increase—an additional \$300 per year for each of the next five years. While this will not even begin to cover the draconian reductions in state support over the past four years, it provides SUNY's state-operated campuses with a predictable source of new revenue and SUNY's students with an important degree of certainty that will allow them to plan for the burden of collegiate costs more effectively.

In addition, the state committed itself—save a fiscal crisis—to "maintain" its current level of funding. Inevitably, we'll hear of a difference of opinion about this "maintenance of effort" promise, specifically, whether it includes contractual salary increases for faculty and professional staff (those negotiated by the state, not the state university) and annually increasing energy costs. SUNY, of course, answers in the affirmative, but I suspect the state

budget folk have a different view of the matter. With the imminent prospect of no across the board increases for the next two to three years, this disagreement presents few real world consequences at the moment, but in time, it could mean a significant and continuing erosion of the floor for state support. In any event, the legislation contained specific language regarding maintenance of effort that SUNY has sought for much of the past decade.

Unfortunately, state bounty in New York most often comes with strings, and in this case, the strings around the tuition increase are genuinely constraining. In short, SUNY has assumed the responsibility for funding the "TAP gap," that is the difference between the highest TAP award (\$5,000 per year) and new SUNY tuition, which is now \$5,300. Moreover, the downstate legislative leaders in the Assembly, who reluctantly supported Rational Tuition and who are most concerned with continuing access to public higher education for students with the greatest financial need, expect this commitment to continue, in fact, to grow each year as the SUNY Board of Trustees increases the tuition.

SUNY System Administration quickly determined that having each campus fund the "TAP Gap" for its students would yield a wide variation in the comparative costs across the system, which would mirror the wide variation in the percentage of students on a campus who came from the most impoverished groups. Rather than create that inequity, the administration averaged the cost of funding the "TAP Gap" across all state-operated campuses, in effect, reducing the increase by a uniform 25%. In the end, this has meant that campuses will only net 75% of the tuition increase; the remainder is being provided as a tuition credit to the relevant students.

Without further legislative action, a family can expect that five years hence, SUNY tuition for full-time undergraduate New York residents on state-operated campuses will be \$6500. To that

figure, they will need to add at least another \$10,000 for room, board, fees, books and other living expenses, pushing the cost of a 4-year SUNY education on the baccalaureate campuses to more than \$60,000. That's a lot of money for any family of modest means; though not as much as the costs of comparable public colleges and universities in neighboring states certainly, it is a lot of money.

Yet, the campuses, which will keep only \$5800 with which to fund the core instructional mission, see the tuition issue differently. How do I arrive at \$5800? First, there is the \$6500 tuition charge minus the 25% (\$375) of the recent increases, which is needed to fund the TAP gap, to which there is another \$325 that the State has kept from the last tuition increase. If you remember, when the state enacted that tuition hike (\$650), it kept 90% of it for other state needs, and then it returned an additional 10% of the increase to SUNY in each of the next four years. This means that students today are paying \$325 per year in tuition that funds state programs in areas other than their education.

A few more words on TAP: The New York State Tuition Assistance Program has a proud heritage of assisting the state's most needy students, thus enhancing access to all of New York's institutions of higher education. In the last year for which we have a report, 2009-2010, TAP provided almost a billion dollars to the state's colleges and universities (an increase of 15% from the total two years earlier) for more than 330,000 students. More than 89,000 of the students were in SUNY and CUNY community colleges, another 117,000 in the state-operated and senior public colleges. But, if you do the math, that means that one-third of the recipients, and more than a third of the money, supported students in the "Independent" or proprietary sectors, which increases the cost for an adjustment upward in TAP payments.

Is there any perceptible means of escape from this apparent

legislative thicket? Maybe. Another provision of NYSUNY 2020 mandates that SUNY and CUNY together craft a report on TAP, indicating the changes that need to be made in the program. While I have not seen or heard any of the details of the report, I have learned that the process is going well. We'll see.

The TAP and tuition relationship is often framed in terms of access to public higher education in New York, and to an extent that's valid. Yet, tuition is only one category of costs, and as indicated above not even the most expensive. Moreover, if access is the issue, the University Faculty Senate has long supported efforts to slow, or stop, the trend of transferring of the costs of public higher education in New York from the general public, which bore about 80% of those costs in the mid-1980's, to students and their families, whose share has increased to somewhere between 65% and 80%, depending on the campus. This is clearly a process by which public higher education is being privatized, and it rests in the assumption that public higher education is more a private than a public good, the obverse of what is considered necessary in a society that increasingly requires an highly educated citizenry and workforce in the current global environment.

There are other issues with NYSUNY 2020, but the one that carries the greatest problem for SUNY is its mandate that New York's public universities become liable for an underfunded state financial aid program. In the end, SUNY had no choice but to accept the terms of NYSUNY 2020. Perhaps even welcome them, since they were clearly better than yet another "stick in the eye."

Given the current fiscal realities, it was the best this Governor and this legislature were willing to offer. But, that doesn't mean that we should be comfortable with its terms, or unmindful of what they may portend for future transfers of yet more state responsibilities.

SPEAK OUT!

New York Doesn't "TAP" on Everyone's Door

Edward Warzala and Phillip Ortiz
Empire State College

The eligibility requirements for the state of New York's Tuition Assistance Program disadvantage adult learners, one of the fastest growing groups of higher education students in the United States during the past two decades.

"In recent years, the percentage increase in the number of students age 25 and over has been larger than the percentage increase in the number of younger students, and this pattern is expected to continue. Between 2000 and 2009, the enrollment of students under age 25 increased by 27 percent. Enrollment of students 25 and over rose 43 percent during the same period. From 2010 to 2019, NCES projects a 9 percent rise in enrollments of students under 25, and a 23 percent rise in enrollments of students 25 and over." (National Center for Education Statistics 2011)

Many are pursuing higher education because of dramatic structural changes in the American economy and a shifting global economy—factors that have displaced them from their jobs. They see a college education as the most direct route to re-entering the workforce and securing meaningful employment; they are not alone.

"As labor economists have noted, the return on education is rising. The highly educated, and only they, are enjoying more job opportunities and higher income" (Spence, 2011, p.33).

The economic conditions and demand for higher education that existed when TAP was established have changed. Economic growth rates in the U.S. have declined precipitously in the decades since TAP was established. The U.S. GDP grew at a rate of 4.2% during the decade of the 1960s, compared with the decade of the 2000s when growth rates declined to 1.55%, with some years in the decade showing negative GDP growth. Similarly, in the founding decade of TAP, the 1960s, unemployment rates averaged approximately 5%, compared with an average of 7% for the 2000s, with a current official unemployment rate of 9%. Some have estimated that the actual rate of unemployment in 2011 is closer to 15% when all unemployed workers are considered.

Currently, there are more than 15 million displaced workers across the nation and an estimated 500,000 in New York. A displaced worker is one whose job has been permanently lost due to the closing of a firm or the elimination of a position. U.S. Department of Labor statistics show that every sector of the American economy is affected by structural changes in the global economy, and not only the manufacturing sector as is often reported.

Under the leadership of Chancellor Nancy Zimpher, SUNY has dedicated itself to economic recovery of the state and has demonstrated via its first annual critical issues conference how SUNY is an economic driver of the state's economy. Empire State College is proud to contribute to this objective by adhering to its mission to provide access to higher education for increasing numbers of adult learners. These students are citizens, they are SUNY students, they are our students and they deserve better.

As the number of displaced workers and adult learners increases and the American economy adjusts, financial aid formulas should change to accommodate critical socio-economic demands. And New York lawmakers should

recognize that TAP remains a critically important entitlement program that needs to be modified to better serve adults and, ultimately, economic recovery.

We need a redefinition of the concept of "traditional student." From its beginnings, TAP defined that student as between the ages of 18 and 24 and financially dependent. Given the shifting demographics in student population, this definition is no longer accurate nor equitable because it defines who gets tuition aid and who does not. Current income-eligibility requirements work against the adult learner and, in turn, against economic recovery.

"As an example, a dependent student from a family of four with adjusted gross income of \$45,000, calculated to \$28,000 in net taxable income, would receive an annual TAP award of \$2,790. A single, independent student would not be eligible for a TAP award until his or her adjusted gross income falls below \$20,000 and their net taxable income is below \$10,000" (Internal TAP policy analysis, Empire State College, 2008). Without delving too deeply into complex eligibility formulas, try to imagine paying for just one three-credit course at current SUNY tuition rates on an income of \$20,000. This is a reality commonly faced by New York's adult learners who deserve better.

After income eligibility requirements, the requirement to enroll in full-time study, a minimum of 12 credits, penalizes adult learners in the pursuit of education. One step in the right direction would be to make part-time students fully eligible by providing "equitable support for part-time students within TAP" (Elliott, 2008) and "shift TAP funding and over-all benefits to a credit-hour basis (as in Illinois), rather than a semester basis, and rather than on the basis of full-time/part-time status, to accommodate variations in level of enrollment per term" (ibid). This would mean that TAP would support enrollment "for 3 or more credits. The current 6-

credit minimum is too high a load for many students who work full time" (ibid.). An additional step that recognizes the reality of growing numbers of displaced workers, our students, would be to fund "a defined amount of remedial credit outside of TAP so benefits are not exhausted before the student can finish courses that apply to the degree" (ibid). The logic of these proposed revisions corresponds to a new role for public higher education in economic recovery. If public higher education does not respond to the needs of our adult students, the public will cease to support our mission and government will act accordingly.

The most difficult hurdle for the adult learner is the requirement to be enrolled in full-time study in order to receive TAP. We at Empire State College are reminded constantly of the consequences of this requirement and the fundamental contradiction it represents for adults. The full-time study requirement often forces the adult learner to enroll in more credits than would be advised, given the demands of time and place. The full-time requirement is a barrier for adults, but worse is the double indignity of financial strain and time constraint that reduces the student's capacity to succeed.

Former Empire State College President Joseph Moore recently captured the life world of many adult learners in a commencement address during which he indicted the "dominant ideology" that shapes financial aid policy on the state and national levels.

"There are still many today who believe that if you miss your chance for college at the age of 18 or 19, then you blew your chance. You become a "non." This is the power of the dominant ideology. Think about your fellow graduate James' words earlier in this ceremony: "You're middle age, you're done, you're finished." Many

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Highlights of the Fall Plenary Meeting Held at Purchase College (October 20-22, 2011)

Presentations

In addition to a report by Provost David Lavallee on the activities of his office, President Tina Good of the SUNY Faculty Council of Community Colleges, Sandi Cooper, President of the CUNY University Faculty Senate, and Kaitlyn Beachner, President of the SUNY Student Assembly reported on the activities and interests of their respective organizations. In addition, there were two power point presentations, both of which are available at the SUNY University Faculty Senate website (<http://suny.edu/facultysenate>) using the link to the "Plenary Meetings" and then to the "Fall 2011 Purchase Plenary": one by Vice Chancellor Brian Hutzley on budgetary matters, including the SUNY shared services initiative, and another by Steve Worona about the legal issues involving privacy rights in higher education.

Sector Reports

At the Plenary Meetings, representatives from the five "sectors" of SUNY (Colleges of Technology, Health Sciences Centers, Specialized and Statutory Colleges, University Centers, and University Colleges) meet together to share information and to raise questions to present to the chancellor for discussion at the Senate meeting. These sector reports are available on the SUNY University Faculty Senate website.

Action Plans of the Senate's Standing Committees, 2011-2012

Committee on Diversity and Cultural Competence

Phillip Ortiz
Chair, Empire State College

- › *Conversations in the Disciplines.* The committee will prepare a proposal that will focus on health disparities. This will build upon a conversation the committee had with Lawrence M. Schell, Director of the Center for the Elimination of Minority Health Disparities (<http://www.albany.edu/cemhd>), that will potentially develop into a cooperative partnership.
- › *How to make 'diversity count' in employee development and review.* We will be developing and presenting a position paper on this topic.
- › *Information collection and dissemination.* We are working on two surveys one on each campus climate and curriculum. These will be sent to employees, not students, and will seek to answer questions not addressed by NSSE (National Survey of Student Engagement), CCSSE (Community College Survey of Student Engagement), student surveys administered by SUNY, etc. Issues such as Title IX and "where does diversity sit on each campus" will be covered.
- › *Joint projects with Student Assembly.* We will investigate, and hopefully pursue, areas of mutual interest.
- › *Program closures.* We continue to monitor program closures to ensure that the decisions are being made equitably.
- › *Recruiting and retaining students and faculty.* This 3/4 November will be the second SUNY-STEM (Science, Technology, Engineering, and Mathematics) conference and is titled "Building Toward Equity & Excellence" [www.suny.edu/provost/STEM]. Sponsored by SUNY's Office of

Diversity, Equity and Inclusion, along with UFS. Several members of CDCC will be attending and presenting.

Committee on Ethics and Institutional Integrity

Charles Moran
Chair, SUNY Cobleskill

- › Survey of all campuses (through each campus Chief Academic Officer, Senators, and Campus Governance Leaders) to create a data base of campus academic structures and academic activities related to ethics.
- › The committee will undertake a workshop on ethics in the academic setting to better prepare itself to address its charter. Based on this experience the committee will determine whether to offer a similar workshop by webinar and/or in person across SUNY.
- › The committee is working on a list of ethics issues/questions that are shared among campuses. It will ask for input from senators and Campus Governance Leaders.
- › The committee is planning a Forum, preferably in spring 2012, based on one or more of the most compelling issues it identifies across the campuses.
- › The committee is focused on academic issues and the use of research and curriculum to create discussion leading to resolution of ethical challenges.

Governance Committee

Rochelle Mozlin
Chair, College of Optometry

The Governance Committee will be working on bringing several projects to completion:

- › A new document that describes the Middle States Accreditation process is being prepared. This document will focus on how the self-study can be used to strengthen faculty governance on the campus.

- › A resource page for Campus Governance Leaders is being developed on the SUNY University Faculty Senate website. The webpage will include links to campus bylaws, important documents, reports and resolutions, etc.

The Governance Committee will undertake some new projects:

- › Preparation of a resolution concerning shared services and the need for metrics, accountability and transparency as this initiative moves forward.
- › An evaluation of Ken O'Brien's first term as President of the SUNY University Faculty Senate.

Graduate and Research Committee

Shadi Shahedipour-Sandvuj
Chair, University at Albany

- › The "Sustainability Workshop" subcommittee was formed and the members include Richard Smardon (chair), Junaid Zubairi, Peter Knuepfer, and Corinne Nyquist. This workshop will bring together researchers from across and outside of SUNY with expertise and interest in sustainability with the objective of providing the participants with networking opportunities and with the goal of developing research proposals based on identified collaborations to be submitted to a variety of funding agencies. The subcommittee is charged to identify specific sustainability topics and these may include energy and nanotechnology.
- › A second subcommittee was formed to develop a study on "State funded graduate student salary across SUNY". Members of this subcom are Kevin Williams (chair), Thomas Devlin, Valentine Brimkov, Rosalyn Rufer, Susan Seem, and Anne O'Byrne. The topic is specially timely to undertake as State funded assistantships do not seem to be competitive. The committee will form a list of campuses for this study as well as the topics

to cover. There seems to be disparity even within campuses and by departments. This study will include both state funded RA's and RF GA's. Addressing disparity is the key goal. The subcommittee will discuss whether the study should be department-by-department or program-by-program? by discipline? Master level? Or PhD?

- › A subcommittee was also formed to prepare for "Graduate Research Symposium 2013: Research that Matters". The aim is to compile a list of lessons learned as well as what to do differently to create an even more successful symposium in 2013 to showcase the importance of the research being undertaken by graduate students across the SUNY campuses. The members of the subcommittee include Peter Bradford (chair), Junaid Zubairi, and Edward Feldman.

Programs and Awards Committee

Janet Nepkie
Chair, SUNY Oneonta

- › Continue work with established awards programs, including: Conversations in the Disciplines, Distinguished Rank Information, Chancellor's Awards for Excellence. The committee will continue the work already begun on the clarification of language in award application forms.
- › Study and make recommendations for ways that Programs and Awards may be more fully integrated with faculty activities, including Faculty Development and Leadership activities to help prepare faculty for eligibility for programs and awards.
- › The committee will make a broad overview of all existing programs and awards for which it is responsible, with the goal of determining whether new programs and/or awards may be developed that are both cost-effective and clearly supportive of the SUNY Strategic Plan.

One new award that is being developed is an Emerging Scholar Award.

University Operations Committee

Edward Warzala
Chair, Empire State College

New Initiatives

- › The committee reviewed its charge and discussed the absence of any consultation with system leadership on the shared services initiative. The committee will work with Senate President to coordinate committee involvement in shared services discussions and planning.
- › The committee will undertake a study of the impact of budget reductions on university libraries and the implications for libraries of the shared services initiative. The study will include surveys of librarians, faculty, and students in an effort to understand how strained budgets have impacted end-users of library services. The study will also evaluate and assess the potential and implications of Open Educational Resources (OER) and open source strategies that might be employed in the delivery of university library services.
- › The Operations Committee will join with the Governance Committee in a project to collect, store, and make readily accessible on the UFS website the respective faculty/personnel handbooks of the campuses. Members of both committees will attend the November 2011 AAUP conference on shared governance and will gather information related to handbooks and shared governance.
- › Guided by the system liaison, the committee will revise the budget handbook, a project currently underway within system administration. The committee will make the revised handbook available to the UFS upon completion.

- › The committee will conduct a study on how better to share system-wide information and will develop a handbook of available data and data resources.

Carry-over Projects

- › Longitudinal faculty profile completed in the previous governance year will be formatted, published and distributed.
- › Study of the use of and best practices in the use of mobile computing devices in the classroom will be completed and findings distributed.
- › Study of executive compensation within SUNY will be completed and distributed.

Student Life Committee

Barbara Brabetz
Chair, SUNY Cobleskill

- › A big project for the committee this year will be rolling out the website for *Campus Traditions III*, a compilation of community college campus traditions. This is an extension of Campus Traditions I and II focusing on the state-operated campuses that have already been completed. We expect the website to go live in early 2012.
- › We will wrap up our work on *SUNY & the World: Creating Global Citizens*, an assessment of how international SUNY has become. It just so happens that the Office of International Programs (led by Mitch Leventhal) put together an impressive and comprehensive document published in April 2011. It is online at http://www.suny.edu/powerofsuny/meetings/files/20110408materials/World_20110408.pdf
- › Another 2010-2011 project, *Sustainability from the Student Perspective*, fits well with efforts of the Student Assembly, the ENERGY NY Transformation Team and initiatives from UFS' Graduate & Research Commit-

tee. We have offered the committee's assistance to leaders of these groups, specifically offering a venue for faculty and student survey deployment and information sharing.

- › Work from last year's project delving into *Honor Codes* on a campus by campus basis will continue. In 2010-2011 the committee compiled information about the honor codes found on about half of the state-operated campuses. We will continue to gather information for the remaining state-operated campuses, and then move forward to look for trends and best practices.
- › Our new initiative for the upcoming year will focus on *The Pleasures and Perils of Social Networking*. A subcommittee is gathering information and vetting possible topics and/or speakers for a future conference on this topic. First we plan to have a contest to identify best practices for each of four areas of social media. Tentatively, they are:
 - › Best program to educate students about the perils of social networking
 - › Best use of social media to engage students in an academic setting
 - › Best use of social media to engage students in a student life setting
 - › Best use of social media to engage students in community service
 Winners in each of these areas would be invited to speak at the SUNY Student Assembly meeting in the spring, and ultimately aim for a faculty/professional staff conference in the Fall of 2012.

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Fall Plenary . . .

Continued from page 17

Undergraduate Academic Programs and Policies Committee

Joy Hendrick
Chair, SUNY Cortland

- › A big project for the committee this year will be organizing the event “Discovery: An Undergraduate Showcase”, which is scheduled for Wednesday, February 29, 2012 in the Legislative Office Building in Albany. This event will allow SUNY and CUNY undergraduate students the opportunity to showcase their research and creative endeavors. Information will be sent out to campuses soon and will also be available at the SUNY Senate website.
- › Finalize the *Guide for Evaluation of Undergraduate Academic Programs*, which is a much more expanded and useful resource than the 2001 edition. More background information and assessment rationale are offered in this updated version.
- › *Best Practice Guidelines for Undergraduate Teaching Assistants*: This document is near completion as well and seeks to offer campus suggestions on how best to offer undergraduate students a learning experience by serving as a TA and at the same time, assist faculty with expanding learning opportunities for their students.
- › SUNY-Wide Research Networking Project: This proposed project hopes to establish a vehicle for campuses to communicate and share information regarding undergraduate research (e.g. listserv, archival website).
- › Survey of Campus Changes in General Education: The committee plans to survey campuses to ascertain what changes in GE have been done or the potential for changes in policy

and their effects on student mobility based on the May 28, 2010 Memorandum to Presidents’ *Policy and Guidance: State University of New York General Education Requirement*, Vol. 10(1).

Council of Campus Governance Leaders

Susan Camp
Convenor, SUNY Oswego

A dominant theme throughout the discussions of the nineteen governance leaders was the lack of administrative consultation with faculty and staff when “shared services” were being discussed and planned. Presidents or Chief Operating Officers announced decisions without prior campus governance consultation. Some have publicly said that they need not consult, because they are in charge.

Some questions related to “Shared Services”:

- › Will there be repercussions for COOs who chose not to consult?
- › Is shared services a step toward mergers?
- › What is Middle States response to sharing Presidents between two distinct institutions?
- › How will searches proceed when a president steps down?
- › Is SUNY going to lose status in NY higher education?

Other discussions centered around grade change appeal process and grade change authority, academic master plans, how agricultural and technical colleges can be considered as part of the SUNY STEM initiatives, Alfred Ceramics still being invisible on the Alfred University website, and some campuses being told there is NO money for professional development and all PD money is coming from personal funds.

Howard Reid, Buffalo State College was elected convenor for the 2011-2012 year.

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mature adults have these thoughts when considering a return to formal education. They have been trained to think these are their unique thoughts (they’re not) and that these thoughts are indicative of some personal shortcoming (they’re not). This is how dominant ideologies work: they cause each of us to think we’re the only ones thinking this way and that we are insufficient, not up to the task. They force us to think about our past as failures (we didn’t get it done), our present as filled with constraints (we can’t get it done), and our future as pre-determined (we will never get it done).” (Moore, 2011)

Moore’s reference to dominant ideology is not confined to the perceptions of students; ideology is pervasive, it shapes the views of citizens, faculty, administrators, and politicians, and it serves to maintain a status quo that disservices adult learners and impedes the recovery of a shifting economy.

The time has come to change that ideology and the mindset that determines public policy on financial aid to align with the reality of today’s student population studying across the state and across the county.

These are Empire State College’s students, but they are also SUNY’s students, populating the classrooms of community colleges, enrolling in campus-based classes—one at a time—and exploring the opportunities that online learning offers. Many work full-time or work multiple part-time jobs, have family responsibilities and, are place bound. Most of these adults need the maximum TAP award to make ends meet, but lack the time while working and raising families, to commit to full-time study, thus not meeting yet another TAP requirement for the maintenance of good academic standing.

Systems like TAP inadvertently set up adult learners for failure; they force choices between family and work, with the choice for an education often taking a back seat. Ultimately, society suffers from the loss of talent untutored, the economy of New York suffers from an undereducated population and, most importantly, our students suffer from dreams unfulfilled. These are SUNY students, they are our students, and they deserve better.

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Errata

The article in the **Speak Out** section of the Spring 2011 *Bulletin*, “Faculty Consultation on Program Closures: Lessons Learned - Geneseo” was co-authored by Geneseo President Christopher Dahl and Campus Governance Leader Dennis Showers. In error, President Dahl’s name was excluded at publication. The complete and correct author information was inadvertently omitted by the corresponding author in the final manuscript submitted to the *Bulletin*.

Resolution on Shared Services

Whereas, both SUNY System Administration and the University Faculty Senate are committed to making SUNY one of the premier systems of higher education in the world, and

Whereas, the administration and governance bodies on each SUNY campus are equally committed to making their institution one of high quality, and

Whereas, the time-honored mechanism of “shared governance” is the means by which the administration and governance bodies both across SUNY and on individual campuses can work effectively and efficiently toward that common goal, and

Whereas, shared governance requires detailed, timely, and relevant information through a significant consultation process prior to any formal decision, and

Whereas, the recent policy of SUNY to reduce expenses by having campuses share services on a regional, sector or mission basis is an appropriate policy initiative worthy of careful consideration and consultation in the current economic environment, and

Whereas, the scope, nature and provision of administrative and student services directly and indirectly impact the curriculum, methods of instruction and other academic matters that are the primary responsibility of the faculty, and

Whereas, the proposed policy of having two campuses share a president was developed without significant consultation with the University Faculty Senate, the relevant College Councils, or the relevant campus governance organizations,

Therefore Be It Resolved that the proposed policy of two campuses sharing a presidency be carefully examined through significant consultation with the appropriate UFS representatives, the affected College Councils and the local governance bodies before implementation, and

Be It Further Resolved that representatives from the existing governance bodies on each alliance campus be included in the work groups that are considering shared services across the regional campus alliance, and

Be It Further Resolved that decisions regarding the sharing of services among campuses be made only after significant consultation with the appropriate campus governance body, and

Be It Further Resolved that the System Administration and UFS leadership work to clarify the forms by which appropriate consultation occurs the implementation of significant new policies or actions that affect the state-operated campuses.

PASSED UNANIMOUSLY

Resolution on Evaluation of Shared Services

Whereas, the University Faculty Senate has been concerned about increases in administrative costs, its effects on resources available for academic programs and services, and

Whereas, the Board of Trustees has indicated in its resolution of June 15, 2011, that SUNY campuses should find ways to share and/or consolidate administrative services, realign academic offerings and enhance procurement efficiencies to allow for enhanced spending on instruction and student services, and

Whereas, System Administration has encouraged campuses to find ways to share services through regional and other partnerships, and

Whereas, System Administration is establishing an oversight process to review these shared services and other cost-saving measures,

Therefore, Be It Resolved that the University Faculty Senate requests that the Chancellor ensure the oversight process includes:

› a system-wide committee consisting of faculty (including a representative of the UFS Operations Committee), students, and administrative staff, to guide this process, and

› appropriate measures (such as benchmarking) and procedures for fiscal accountability be identified and developed, in order to calculate the savings achieved from any and all of these shared services, and

› these measures demonstrate the extent to which enhanced spending on academic programs is achieved, and

› both quantitative and qualitative outcomes resulting from shared services be identified, considered, and addressed, and

› in order to facilitate transparency and assist campuses in assessing institutional effectiveness, data collected by SUNY as part of this initiative be available to campus administrations and local governance bodies, and

Be it Further Resolved that a report on the shared services initiative be presented to the University Faculty Senate no less frequently than annually.

PASSED

Resolution for Rose Rudnitski, SUNY New Paltz

Whereas Rose Rudnitski has had a long and distinguished career as a faculty member at the State University College at New Paltz, and

Whereas Rose Rudnitski has served her campus as a governance leader demonstrating distinctive courage at a time of great duress, and

Whereas Rose Rudnitski has served the University Faculty Senate with distinction, serving as a Senator, an Alternate Senator, and as a member of the Undergraduate Committee, and as a convener of campus governance leaders, and

Whereas Rose Rudnitski has provided selfless service to the University Faculty Senate, and

Whereas Rose Rudnitski has served the State University of New York and the faculty of the State University of New York through her critical work on general education by virtue of her efforts on the Provost's Advisory Committee on General Education and subsequently on the General Education Review Committee, and

Whereas Rose Rudnitski is known and highly respected by her colleagues on the University Faculty Senate as a person of great passion, keen intellect, high principle, and fearless expression, and

Whereas Rose Rudnitski will leave the Senate after this October 2011 plenary and will shortly be leaving her campus and the State University of New York,

Therefore, Be It Resolved that the University Faculty Senate hereby expresses its profound thanks and gratitude to Rose Rudnitski for her many years of exemplary service to her campus, to her community, to the State University of New York and to the University Faculty Senate, and

Be It Further Resolved that the University Faculty Senate hereby confers its best wishes to Rose Rudnitski in all her future endeavors, and

Be It Further Resolved that the University Faculty Senate conveys upon Rose Rudnitski the designation University Faculty Senator Emeritus, such designation to be effective upon her departure from the State University of New York.

PASSED UNANIMOUSLY

University Faculty Senators 2011-12

SUNY System Administration

Elizabeth Bringsjord
Stacey Hengsterman

University at Albany

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Shadi Shahedipour
John Schmidt (Alternate)
Diane Dewar (Alternate)
David Wagner (Alternate)

Binghamton University

Kelly Wemette
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Jacqueline Swansinger (Alternate)

SUNY Geneseo

Gregg Hartvigson
Maria Lima (Alternate)

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Allen Silverstone
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JC Trussel (Alternate)
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Susan Wojcik (Alternate)

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SUNY Cobleskill

Anne Myers
Barbara Brabetz (Alternate)

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Kathleen Jacqueline
Marie Malas (Alternate)

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College of Environmental Science and Forestry

Klaus Doelle
Lisa Campagna (Alternate)

Maritime College

Maryellen Keefe

SUNYIT

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Doug Eich (Alternate)

New York State College of Ceramics at Alfred University

Joseph Scheer
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New York State College of Agriculture and Life Sciences at Cornell University

Susan Mary Quirk

New York State College of Human Ecology at Cornell University

Joseph Laquatra

New York State College of Industrial and Labor Relations at Cornell University

John Bishop
Richard Hurd (Alternate)

New York State College of Veterinary Medicine at Cornell University

Cornelia Farnum
Elizabeth Buckles (Alternate)

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