

Faculty Senate

B U L L E T I N

A Report From



Dr. John B. Clark
Interim Chancellor

I am very happy to have this opportunity to communicate with the all of you. The work you do in teaching, research and public service is second to none and I want all of you to know I am very grateful for your efforts.

As most of you know, thanks to the passage of legislation this past spring, the president of the University Faculty Senate now sits on the SUNY Board as a non-voting member.

The Faculty Senate will be extremely well represented by our colleague Carl Wiezalis and I look forward to continuing my excellent working relationship with him in his new role as a SUNY Trustee.

I also want to discuss the New York State Commission on Higher Education. But before I do, I just want to remind you that Governor Eliot Spitzer has said on any number of occasions that New York needs to have the finest system of public higher education in the nation.

From my perspective, the deliberations at the Commission are the most important

policy discussions about higher education in general, and SUNY in specific, in decades.

For the benefit of all, let me provide some background on the Commission.

The Governor announced the creation of the New York State Commission on Higher Education, at a press conference on May 29, 2007. The press release and Executive Order #14, which officially establishes the Commission, are available on the Commission's Web site and I encourage you to browse the site <<http://www.hecommission.state.ny.us/index.html>>.

The first draft report of the Commission is due December 1, 2007 and the final report is due June 1, 2008.

Before discussing proceedings, it is important to note that SUNY is well represented on the Commission.

In addition to me, and newly-confirmed SUNY Board Chairman Carl T. Hayden, SUNY Student Trustee Donald Boyce, Presidents DeFleur of Binghamton, Schwarz of Purchase College, UB's Simpson, and SUNY ESF Professor Myron Mitchell are all members. In addition, Queensborough Community College president, and former Corning Community College president, Eduardo Marti is a member of the commission.

The Commission is chaired by Cornell University President Emeritus Hunter Rawlings and its Executive Director John Reid, who reports to the governor's deputy secretary for education, Dr. Manuel Rivera, organized the commission into five working committees:

- ▀ Governance, chaired by Dr. Hunter Rawlings of Cornell,
- ▀ Tuition/Financial Aid, chaired by Chancellor Matthew Goldstein,

- ▀ Workforce/Economic Development, chaired by President Eduardo J. Marti of Queensborough Community College,

- ▀ Access/K-12 Partnerships, chaired by Syracuse University Chancellor Nancy Cantor, and

- ▀ Finance/Capital, chaired by myself.

The Commission has held monthly meetings beginning in August and committees of the commission have also met apart from the Commission. Three public hearings have been held and three additional public hearings are scheduled for December: one on the fifth at CUNY; one on the eleventh in Rochester and the last at Binghamton on the thirteenth. This week the Commission is meeting at Nassau Community College. Again, the Commission Web site will have details.

Almost immediately after the formation of the Commission, SUNY created its own Advisory Council to both keep everyone informed and to establish a mechanism for providing feedback to the commission.

Importantly, Carl Wiezalis, USF immediate past President Joseph Hildreth and Stony Brook Professor Norman Goodman are all on the SUNY Advisory Council.

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Faculty Senate Bulletin

THE STATE UNIVERSITY OF NEW YORK UNIVERSITY FACULTY SENATE

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Report from Dr. John B. Clark

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They have been active participants and strong advocates for the faculty's perspective.

The structure of the SUNY Advisory Council mirrors the sectors of SUNY and each sector has a convener responsible for briefing their constituents. SUNY Provost Risa I. Palm serves as executive director.

After each of the Commission meetings, a conference call was held to brief the Advisory Council on the subjects discussed at the meeting, and more importantly, to get feedback from the Advisory Council on next steps.

Feedback from SUNY's Advisory Council to the Commission has been accomplished through a series of white papers, which will be discussed in a moment.

First, all topics on higher education have been open for discussion. From a tuition plan and operating flexibility, to graduate student support and academic excellence, nothing has been off limits.

To give you an idea of the depth and breadth of the discussions, SUNY has provided the Commission with papers on the following topics:

- Academic Quality in Teaching,
- Student Access,
- Governance and the pursuit of academic excellence at the State University of New York: Recommendations for positive change,
- Research and Innovation,
- Student Success,
- Transfer and Articulation, and
- Workforce and Economic Development.

Finally, the Executive Summary summarizing SUNY's papers is published in this edition of the *Bulletin* for your information and reflects SUNY's priorities to the Commission. (See "From the Editor's Desk.")

Now that you have an idea about the process of the Commission and the Advisory Council, let me give you a very brief overview of where we are now. There are three budgetary constraints that keep SUNY from moving to the forefront of public higher education in the nation.

First, under-funding and rapid enrollment growth has led to insufficient numbers of full-time faculty on our campuses.

Second, SUNY's status as a state agency is a governance structure unique in public higher education and hinders our campuses from operating as quickly and efficiently as the best of our counterparts across the nation.

Finally, decades of under-investment in capital and equipment means SUNY needs serious investment in critical maintenance, as well as new facilities.

Now, the challenges are how to address these issues. Additional lines for full-time faculty and capital needs can be addressed through consistent state support, a rational tuition plan, and enhanced philanthropy.

Governance issue will require changes in legislation, which like the others will require a great deal of hard work.

The summary white paper from SUNY to the commission does an excellent job of outlining the challenges we face and of presenting recommendations for overcoming these obstacles. Please take the time to read this paper.

SUNY is at a critical juncture in not just this annual budget cycle but because the first report of the Commission will set the tone this and future budget negotiations.

All of this is meant to ensure that SUNY not only continues to offer access to an outstanding and affordable education, but also that we do even more to improve the economy of the state through education, research and public service.

Again, my thanks to all of you for your efforts in these endeavors.

A Message From



Risa Palm
Provost

Perhaps the most important activity we have been engaged with is the Governor's Commission on Higher Education. SUNY submitted a series of working papers written by teams of administrators, faculty and staff volunteers on topics including academic quality in teaching and learning, research and innovation, predictable tuition and funding policy, transfer and articulation, workforce and economic development, and access, equity and excellence. In the executive summary, we argued that here are three introductory themes that underlie the papers and our recommendations. First, excellence in public higher education is key to the economic, cultural, and civic well-being of the state; second, public higher education in the state of New York is already good, and with fairly straightforward steps can become world-class; and third, excellence requires a consistent, long-term commitment by the state and our constituents.

Our office was also privileged to provide direct testimony to the commission. The testimony argued the centrality of faculty in the quality of the institution, and the critical importance of adding large numbers of additional faculty to bring SUNY's level of student-to-faculty ratios and full-to-part-time faculty ratios to national norms. The report of the commission is due to be released December 1, and it will be important for all of us to review the findings and recommendations of the commission, and to make appropriate comments during the period between the release of the initial report and its finalization in June of 2008.

One of the items that seems to be emerging from the Governor's Commission on Higher Education is that of transferability

of credit and articulation between community colleges and four-year campuses. The issue of the nature of curriculum is, of course, solidly the purview of the faculty. As a result, I was very pleased that the SUNY University Faculty Senate has taken leadership in putting together a joint committee of faculty from the various SUNY campuses, along with student and academic administrative representatives, to try to come up with a better way to ensure a seamless transfer of credit within SUNY. Professor Joe Hildreth is chairing this activity, and it is one that has important implications for the way we operate as a system. We expect that most of the attention will be focused, at least initially, on the small number of first-year (introductory) courses that are most frequently transferred: Financial Accounting, Managerial Accounting, Macro Economics, Micro Economics, Child Psychology, Foundations of Education, Art History 1 & 2, French 1 & 2, German 1 & 2, Spanish 1 & 2, American History 1 & 2, World History 1 & 2, English 1 & 2 (Composition & Literature), Philosophy, Speech Communication, Western Civilization 1 & 2, Calculus 1 & 2, College Algebra, Pre-Calculus, General Chemistry 1 & 2, General Biology 1 & 2, Physics 1 & 2, Political Science, Psychology, and Sociology.

We have also been working with Dr. Carol Twigg on the Course Redesign Initiative. Over 160 faculty members attended sessions in Genesee and Albany to introduce them to the concepts and prepare them to submit applications for the small grants that will aid this process. The grant process will continue through the spring.

And finally, for now, Dr. Pedro Caban, our new vice provost for educational equity and diversity, has been working on a Faculty Diversity Initiative designed to advance the diversity of its professoriate by hiring, retaining and promoting outstanding scholars from different racial, ethnic, and cultural groups regardless of their social class, sexual orientation or disability status. The program will award funding to campuses interested in participating, and will provide at least partial salary support for the first years of the faculty appointment.

As always, I invite you to make comments and suggestions on ways in which we in academic affairs can advance our mission at SUNY. I look forward to hearing from you.

Risa Palm, Provost
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STANDING COMMITTEE CHARGES

1. AWARDS COMMITTEE

The Committee will concern itself with the enhancement of intercampus educational and scholarly interests of the faculty through the development and strengthening of University-wide programs, grants, and awards.

2. GOVERNANCE COMMITTEE

The Committee shall concern itself with University-wide governance and shall provide guidance on matters of campus governance. The committee shall interact with local governance leaders of the University.

3. GRADUATE ACADEMIC PROGRAMS AND RESEARCH COMMITTEE

The Committee will serve as a source of professional advice and guidance to the Senate on matters relating to the quality, operation, and encouragement of graduate programs and research. To these ends, the committee may be concerned with the procedures, criteria, and support of existing and new graduate programs within the University. The Committee may review and recommend policies and procedures relating to moral and ethical concerns of research and graduate studies and other matters involving support and furtherance of research and graduate studies in the University.

4. STUDENT LIFE COMMITTEE

The Committee will 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.

5. UNDERGRADUATE ACADEMIC PROGRAMS AND POLICIES COMMITTEE

The Committee shall provide advice and guidance to the Faculty Senate on matters relating to undergraduate programs and policies throughout the University. To these ends, the Committee may review such areas as existing and proposed curricula, standards for academic degrees, undergraduate academic assessment, teaching techniques and evaluation, special undergraduate programs, articulation among units of State University of New York and the various aspects of international education an development.

6. UNIVERSITY OPERATIONS COMMITTEE

The Committee shall be concerned with the effective participation of the faculty in University personnel policies, including equal employment practices and affirmative action. The Committee shall also be concerned with the development and administration of the budgetary and planning activities of the University, and shall undertake research and analysis, and shall make appropriate reports and recommendations, on models, methodologies and issues to best practices and/or policies in budgeting and operations. The committee shall also provide advice and guidance on matters related to the libraries, computing and telecommunications.

President's Corner



Carl Wiezalis
President

We are well past the October Fall Plenary Meeting of the University Faculty Senate, and our Standing Committees are all advancing nicely on their agendas for the year. Since much of the work of the Senate is accomplished by our committees, I want to recognize the chairs and members of the committees and thank them for their efforts and accomplishments to date. Progress reports may be found in designated sections of this *Bulletin*. Please extend your appreciation to these individuals as you encounter them in your travels around SUNY.

Relative to this publication, Norman Goodman, our Vice President/Secretary of the Senate, also acts a Editor of this *Bulletin*. Much of the credit for the dramatic improvement of this document belongs to Norman. I wish to thank the regular and occasional contributors to the *Bulletin* for their attention to our publication deadlines and for the enthusiasm with which they address their prose – and occasional poetry. The *Bulletin* is yet another instrument of communication reaching audiences far beyond the Senate lists. Please share this newsletter with your colleagues, friends and neighbors, so that the work of faculty governance can be better understood by the greater community.

Interim Chancellor John Clark continues to skillfully guide the SUNY fleet through some very challenging waters. Fortunately for SUNY, Chancellor Clark's Acting

Presidencies at four SUNY Colleges and his extensive administrative experience in both the public and private sectors have prepared him for the complexities of his current position. He consistently demonstrates his understanding of and sincere appreciation for faculty governance. I meet regularly with Chancellor Clark, and he is always accessible to me and the needs of the Faculty Senate. His consistent inclusion of faculty and faculty leadership in the work of System Administration speaks to the sincerity of his convictions.

Governor Spitzer's Higher Education Commission has captured the time, priority and attention of the SUNY System. Not only have select System administrators been conscripted to help staff the Higher Education Commission, but Chancellor Clark and Provost Risa Palm have invested much of their time since last spring in support of and engagement with the Commission. Clark appointed a Chancellor's Advisory Council, composed of faculty and administrators from across our System to respond to the questions/issues advanced by the Governor's Commission. One tangible product was the collection of white papers regarding SUNY issues which were directed to the Higher Education Commission in the early Fall. The Executive Summary of this report is reprinted in the "From the Editors' Desk" section of this *Bulletin*. (The full document is available to the faculty and staff of SUNY on the University Faculty Senate website.) A draft of the preliminary findings of the Commission is scheduled for release to the public on or around December 1, 2007. By the time you read this report the Commission report should be available to you. It is expected that Governor Spitzer will seriously consider the Commission report as one of his important road maps to the future of higher education in New York State.

Provost Palm continues to build her office with the addition of new Assistant and Associate Provosts. The talent whom she and SUNY have attracted to date is substantial. I hope that you have an opportunity to get to know them all.

You may know by now that the University Faculty Senate has volunteered to participate in a large and significant project to address issues of transfer and articulation across SUNY. The new *ad hoc* committee is called the **Special Joint Committee on Articulation and Transfer**. Joe Hildreth, Past President of the University Faculty Senate, will Chair this important committee. The membership of the Special Joint Committee is in the development phase at this time. When complete, the Special Joint Committee will have a balance of representatives from our Student Assembly, our Community Colleges, our State-operated Colleges and System Administration. This is a high stakes venture, but I remain optimistic about favorable outcomes. We know from conversations over time with the Governor's Office, the New York State Legislature, students, faculty and the Higher Education Commission that transfer and articulation problems, especially between our Community Colleges and our State-operated Colleges, are painful and costly problems. Transfer and articulation relate directly to curriculum, and curriculum is the exclusive domain of the faculty. Passive behavior by the academy will invite legislative action to correct/adjust these alignment issues. The legislative intrusion was recently manifested in New Jersey and in Florida some years ago. In order to address and mitigate these alignment problems many faculty from all across SUNY will be called upon to work on these associated challenges. Optimism and hard work will bring attention and order to these old and uncomfortable transfer problems. More about this Special Joint Committee at a later date.

Some of you attended the now historic sustainability conference held in Saratoga Springs on November 12-14th, entitled **SUNY and Sustainability: Transformation Opportunities**. By all measures the conference was an outstanding success. Details of the conference may be reviewed on the University Faculty Senate website. Over 100 organizations, businesses,

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Of Interest
to SUNY Staff . . .

Assessment in Higher Education Today

by Patty Francis, Associate Provost for Institutional Assessment and Effectiveness at SUNY Oneonta and Co-Chair, SUNY General Education Assessment Review Group (GEAR)

Introduction

Given the fact that the “assessment movement” in higher education dates back to 1985, it is hard to believe how much – and how little – has changed as a result. On the one hand, it would be impossible to say just how much time and money have been expended at colleges and universities in the name of assessment (not to mention how many committees have been formed!). Still, just recently I heard a faculty member proclaim, “I assess students all the time – I give grades.” Although I hadn’t heard that in a while, it demonstrates that there remains a disconnect for some between evaluating students and evaluating program effectiveness through student learning outcomes.

There is a perfect explanation for why the assessment movement has not been more effective across the board, but more about that later. The fact remains that the assessment of student learning is a topic of great national interest, and debate. Just recently, this interest and debate have increased appreciably.

The National Context

In September 2006, the Commission on the Future of Higher Education, formed and chaired by Secretary of Education Margaret Spellings, produced its final report, which was not only critical of accountability in our colleges and universities but also made the following observation: “Accreditation – the system we use to put a stamp of approval on higher education quality – is largely focused on inputs. Institutions

are asked ‘Are you measuring student learning?’ And they check yes or no.”

This quote is telling, and troubling. While institutions of higher education are used to claims they are not accountable enough, the Spellings Commission targeted regional accrediting agencies (e.g., Middle States), essentially charging that those agencies aren’t holding their member institutions to high enough standards. In so doing, the Commission found a highly effective way to challenge postsecondary education practice in this country.

Partly in response to the Spellings Commission report, the American Association of State Colleges and Universities (AASCU) and the National Association of State Universities and Land-Grant Colleges (NASULGC) entered into a partnership and created an initiative entitled the “Voluntary System of Accountability” (VSA). The major outcome of this work is a web reporting template titled *College Portrait* which provides “consistent, comparable, and transparent information on the undergraduate student experience to key higher education stakeholders, including prospective students and their families, public policy-makers, legislators, and campus faculty and staff.”

The *College Portrait* contains a set of data elements, including the following:

- ▶ Standard measures of student success (e.g., graduation/retention rates)
- ▶ Student learning outcomes data from standardized tests (e.g., CLA, ACT CAAP, MAPP), including comparisons of first-year students and graduating seniors
- ▶ Student experiences/perception data from sources such as NSSE, CSEQ, and CSS
- ▶ Campus-specific information that allows the institution to promote itself and its programs

For much of Spring 2007 more than 80 higher education leaders from 70 public colleges and universities worked to develop the VSA program and template, and in the summer of 2007 public colleges and universities from across the country were invited to serve as pilot institutions for the VSA. Participation in the project means

that institutions will provide the data necessary for the five-page *College Portrait* template and place it on their web site. In addition, both AASCU and NASULGC will include a listing of participating institutions on their web sites as well as links to each institution’s *College Portrait* page. Pilot institutions do not have to provide all the data initially; specifically, they have one year to provide the student experiences/perception data and four years to provide the student learning outcomes data.

The following eight SUNY institutions volunteered to serve as pilot institutions for the VSA: the University at Albany, SUNY ESF, Buffalo State College, SUNY Fredonia, SUNY Oneonta, SUNY Purchase, SUNY Cobleskill, and SUNY Maritime. Because of the significant data demands required by the template, and because much of the requested information is centrally available at SUNY, System Administration’s Institutional Research and Analysis office has assisted these campuses in developing the template.

Implications for SUNY

Several campuses have inquired as to how SUNY’s assessment requirements mesh with the VSA data elements and, as it turns out, there’s a good deal of congruence, primarily because of Strengthened Campus-Based Assessment (SCBA), implemented in Fall 2007. First, SCBA requires externally-referenced measures for assessment of Writing and Critical Thinking, including the GEAR-approved ACT CAAP, also acceptable for the VSA. In addition, SCBA requires the administration of NSSE, also accepted by VSA. Further, the timelines are identical, with both SCBA and VSA requiring the administration of learning outcomes measures and the NSSE once every three years.

The one VSA requirement that will be non-congruent for SUNY campuses is the condition that student learning outcomes must be assessed in a “value-added” fashion (i.e., comparing the performance of first-year and senior students). Although a value-added methodology is an option for SCBA, it is not required, and most SUNY

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campuses are not employing such an approach at this time, though campuses wishing to do so could revise their general education assessment plan and submit it to GEAR for approval.

Update on SUNY Assessment Initiative

I'll also use this opportunity to report on the SUNY Assessment Initiative. With respect to Assessment of the Major, SUNY System Administration continues to receive 400 assessment reports each year, which are logged in and compared against submission schedules to assure campuses are participating. Changes in reporting as recommended by the Assessment Reporting Task Force in Summer 2006 have simplified and enhanced this process, and campuses find it very beneficial, especially when Middle States conducts its site visit. Unfortunately, during my time at System I was unable to develop a meaningful and "implementable" feedback mechanism to campuses, and I hope my replacement has more success in this regard.

In terms of General Education Assessment, a number of significant activities are in place for the 2007-08 academic year, all funded by System Administration as specified in the June 2004 Board of Trustees resolution:

- ▶ 27 campuses will administer the NSSE;
- ▶ 18 campuses will administer the ACT CAAP (Writing and/or Critical Thinking) test; and
- ▶ Rubrics funding has been approved, totaling over \$114,000, and is ready for distribution to campuses.

In addition, GEAR continues its important agenda, such as beginning ongoing review (i.e., every three years) of campuses' updated general education plans and working to ensure there is an appropriate nationally-normed Mathematics test in place for administration in 2008-09 for campuses wishing to use such a measure.

Assessment Done Correctly

So, why hasn't outcomes assessment – if it's so wonderful – had a more pervasive impact on our colleges and universities? The answer is simple: In most cases, assessment is not done correctly. In order for this to happen, assessment has to be conceptualized and operationalized as a four-step process, one that starts with faculty members agreeing on the student knowledge, behaviors, and skills they want to bring about through their curriculum; continues with a close and honest examination of the curriculum in order to determine where students are gaining the experiences needed to bring about the desired outcomes; involves a reliable and valid measurement of the extent to which outcomes are being achieved; and concludes with those same faculty engaged in a reflective appraisal of the assessment results and discussion of ways to do better (i.e., closing the loop).

Too many times, at least one of these steps is ignored, or skipped. An example would be when someone suggests that a standardized test is a good measure of student performance, regardless of a particular program's learning objectives. In fact, measures administered without consideration of programmatic objectives rarely produce meaningful information. Another, all too common example is when faculty develop objectives, engage in curriculum mapping, and administer measures, without closing the loop, which is actually the most important part of assessment, and the best reason for doing it in the first place! The bottom line? Without all four steps, campuses can indeed expend considerable time, effort, and money in the name of assessment but are, in truth, engaging only in "assessment as bureaucratic exercise." What a waste!

Summary

Anyone involved in the assessment of student learning knows that it is a slow, frustrating process. We have much to be proud of with respect to the SUNY Assessment Initiative – now entering its eighth year and increasingly attracting interest nationally – but there have certainly been rough spots (e.g., the June 2003 Board of Trustees resolution, the FOIL request in Fall 2004)! To the extent that we've been successful, it's been because System Administration has worked hand-in-hand with the University Faculty Senate and Faculty Council of Community Colleges, helping ensure the faculty buy-in that is essential. In addition, we've consistently made every attempt to balance good assessment practice with the need for campuses to have autonomy in conducting their assessment activities and retain their own assessment culture. My biggest hope for the future of the SUNY Assessment Initiative is that we continue these practices and that we all recognize the distinction between "assessment as bureaucratic exercise" and "assessment done correctly," and choose the latter!

[Editors' note: In the Resolution section of this issue of the Bulletin see the resolution that was approved unanimously at the Cortland Plenary Meeting of the University Faculty Senate that opposes SUNY's participation as a system in the VSA initiative. Also, at that Plenary Meeting, Senators from the eight SUNY campuses that have volunteered to participate in the VSA indicated that to the best of their knowledge there was no consultation with faculty with respect to the decision to participate in the VSA.]



From the Editors' Desk

SUNY Advisory Council Report to the New York State Commission on Higher Education, September 24, 2007

[The following Executive Summary was submitted along with the constituent "white papers" to Governor Spitzer's New York State Commission on Higher Education on behalf of the SUNY Advisory Council appointed by Interim Chancellor John B. Clark. It will give the reader a clear idea of SUNY's priorities for the further enhancement of this system of public higher education. The full report may be found online at <www.suny.edu/facultysenate/publications.cfm>.]

Executive Summary

The following series of white papers is the work of several volunteer working groups drawn from various SUNY campuses and constituencies including faculty, staff and administrators. The papers are submitted for consideration by the Commission on Higher Education.

There are three introductory themes that underlie the papers and our recommendations. First, excellence in public higher education is key to the economic, cultural, and civic well-being of the state; second, public higher education in the state of New York is already good, and with fairly straight-forward steps can become world-class; and third, excellence requires a consistent, long-term commitment by the state and our constituents.

SUNY's mission is to offer access to a high-quality, affordable education that creates an educated workforce that will in turn enrich New York's economy. SUNY is a large and diverse institution that serves the entire state of New York. It enriches the local area not only by educating the young people, but also by applying scholarship to improve the quality of life and the economic vigor of the community. The individual universities and colleges also enrich their communities by attracting a cadre of highly-qualified faculty, staff and graduate students.

If New York's goal, as Governor Spitzer has noted several times, is to make the SUNY system among the best of all state university systems, it is necessary to look at its strengths while acknowledging those areas that need

to improve. SUNY does have strengths. If one compares all public California universities and colleges or all public North Carolina universities and colleges with all of SUNY, one finds that SUNY excels in many measurements. SUNY has outstanding, even world-class programs at our various campuses. However, SUNY is currently under-funded to be competitive overall.

However, SUNY also has weaknesses, some of which are the natural product of its history. The state university is young – less than 60 years old. It struggled in its early years with differences between the Board of Trustees and the Board of Regents, with many policies and decisions made that hampered its growth and development. Just one example was the prohibition to do private fund-raising, which has left a legacy which SUNY still has to overcome. Although the university had rapid expansion in size and investment in the Rockefeller years, it suffered major cut-backs, particularly in the 1990s.

At present three major budgetary problems constrain SUNY from competing at the highest levels. The first is the result of a combination of under-funding and rapid enrollment growth, leading to a deficit in full-time faculty. The second is a governance structure that treats SUNY as if it were just another state agency, limiting the freedom to compete that other state universities now possess. The third is decades of under investment in the capital plant and equipment, leaving the system with billions of dollars in deferred maintenance. A satisfactory resolution to these issues would result in a dramatic increase in the quality and competitiveness of SUNY. The resource issues – faculty and buildings/equipment – can be solved by a combination of increased and regular state funding, predictable tuition, and philanthropy. The "SUNY compact" is aimed at identifying necessary resources and providing a plan to obtain them. Addressing the governance issues will require straightforward legislative changes.

If the primary goal is to increase national and international competitiveness, then it

is absolutely urgent that the issue of faculty numbers and quality take a central place in the recommendations of the commission and the actions of state government. It is high quality faculty who are at the base of a high quality university. But SUNY has not added sufficient numbers of faculty, and is at risk of losing many of the faculty currently at SUNY.

At present, the ratio of students to faculty is far too high: SUNY has too few faculty to teach its students at the level they deserve. Classes are too large, and there are too few faculty to provide the kind of advisement and co-curricular activities that enhance higher education.

Furthermore, dependence on adjunct or part-time faculty is also far too high. Part-time faculty tend not to provide the entire spectrum of service to students – from advising to curriculum development. Universities tend to hire part-time faculty when they need instructors for a particular surge, but high quality institutions do not rely on them for long periods of time. SUNY has too many part-time faculty. When this problem is combined with the large demographic shift in faculty now taking place – that is, the retirement of large numbers of faculty hired in the 1960s and 1970s when SUNY was expanding – the issue is dire. Overall, SUNY needs an additional 1000 faculty just to attain parity with comparable public universities nationally (Table 1). SUNY needs to add about 450 additional faculty in the doctoral sector alone just to achieve the average ratio of students to faculty for doctoral institutions. This number of new faculty would also mean that the doctoral institutions within SUNY would be at the average for percentage of full-time faculty. To reiterate, this is 450 additional faculty members just to get to the mean, not to become one of the leaders.

The Empire Innovation program needs to be expanded so that SUNY can recruit high-impact faculty.

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SUNY Advisory Council Report

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The case for this increase in full-time faculty and other measures to enhance the quality and impact of SUNY are addressed in the white papers. The commission has already received white papers from SUNY on the topic of governance and the need for regulatory reform. The series of papers attached here deal with academic quality in teaching, research and innovation, tuition, student success, transfer, workforce and access.

Among the recommendations these papers include are the following:

- ▶ SUNY faculty members must be hired from among those at the cutting edge of their fields, and must be permitted the opportunities to remain current and to learn new pedagogical techniques. Faculty travel, sabbaticals and programs for faculty development are urgent.
- ▶ As faculty are recruited, there must be attention to the factors that will also retain them. As the national and international environment becomes increasingly competitive, it is important to ensure that faculty be equipped with core facilities, instrumentation, technical staffing, access to high performance computing capabilities and to networked libraries, and support for research administrative services

Table 1. SUNY Faculty Compared to National Public Peers

Sectors	Student FTE/ Full-time Faculty		% Full-time Faculty	
	National Peers	SUNY	National Peers	SUNY
	Doctoral	12.7:1	13.9:1	78.4
Comprehensive	20.9:1	22.7:1	65.0	49.8
Technology	21.5:1	22.5:1	59.5	55.2
Community College	31.5:1	33.7:1	35.2	33.1

Number of Additional Full-time Faculty for Parity with National Public Peers

Sectors	Additional Full-time Faculty	
	Student/Faculty	% FT Faculty
SUNY Total	1,100	1,043
Doctoral	460	449
Comprehensive	290	447
Technology	43	27
Community College	307	120

Source: IPEDS and SUNY Office of Institutional Research Files using Fall 2005 and 2006 data. Note: Analysis excludes contract colleges at Alfred and Cornell.

- ▶ SUNY faculty must represent the international and intercultural environment in which our students will live and work. Hiring practices must aim at a diversification of faculty.
- ▶ Students need the opportunity to explore their communities and learn about the changing world environment. Support for study abroad, service learning opportunities and a variety of other student financial aid is essential.
- ▶ SUNY needs the equipment and research infrastructure to support scholarship, research, teaching and learning. Start-up funding for new faculty, and equipment for research and instruction need adequate and ongoing financial support.
- ▶ Research faculty members advise graduate students, who in turn become the leaders of the future. SUNY graduate stipends are currently uncompetitive and need to be increased. In addition, merit graduate fellowship programs are needed to attract a high quality and diverse graduate student population
- ▶ The brightest and best undergraduate students in New York and elsewhere should be recruited to our campuses. Bringing these students to our campuses is a first step in ensuring a more well-educated and economically competitive New York population. Although the TAP program is helpful, merit scholarships are also needed in order to compete for the best New York students.
- ▶ A tuition policy needs to be developed that will ensure predictable tuition costs for New York families. Tuition authority should be vested in the system Board of Trustees to ensure flexibility to allow for differences among the campuses.
- ▶ The Tuition Assistance Program (TAP) needs to be indexed to costs at various campuses, and coverage should be extended to part-time students.
- ▶ Tuition increases must not substitute for state support: the SUNY/CUNY compact should be adopted to stabilize base state support, with tuition being invested in improving the quality of students' academic experience, including purchase of the latest technology, state-of-the-art instructional equipment, study abroad support and so forth.
- ▶ Support for programs that provide peer mentoring, alumni mentoring, campus life and residential programs that increase academic success and student retention need to be expanded. Examples include the Educational Opportunity Programs, the Course Redesign Initiative, the degree-audit initiative, and investments in support systems for campus life initiatives, advising, service learning, and counseling
- ▶ Transfer and articulation within the system must be addressed, perhaps through the development of a system-wide course-to-course equivalency database for all degree program academic majors. The Teacher Education Transfer Template (TETT) may provide a prototype for a SUNY-wide transfer project modeled on the basis of the successful Florida Statewide Course Numbering System.
- ▶ All portions of SUNY can alleviate some of the transfer issues by developing specific learning outcomes that are expected for a student to complete any course at any college. Such explicit learning outcomes would permit senior colleges to assure themselves that courses met acceptable standards for transfer.
- ▶ To advance economic and workforce development, more collaboration with private industry should be supported. The SPIR (Strategic Partnership for Industrial Resurgence Program), which is a collaboration between our university engineering programs to improve manufacturing processes and improve business practices, should be expanded and its scope revisited.
- ▶ New York State needs to develop a strategic plan for adult and continuing education throughout the state that would prepare displaced workers for new careers and increase the quality of the state's labor force.
- ▶ Incentives and plans need to be developed for ever-better teacher preparation, particularly in the STEM (science, technology, engineering and mathematics) disciplines.
- ▶ A variety of programs can improve student success for first-generation or underrepresented students, as well as those from economically underprivileged backgrounds. These include STEM diversity scholarships, student mentoring programs, undergraduate research opportunities and service-learning internships.
- ▶ Share best practices to ensure student success such as first year seminars, supplemental instruction for high risk courses, placement testing, intrusive advising, learning communities, and early-warning and port systems for at-risk students.



This section of the Bulletin provides a mechanism of communication among faculty, staff and administrators that allows colleagues to contribute ideas and comments on issues that are of system-wide relevance. Submissions to this section of the Bulletin will be published based upon space availability and the system-wide relevance of the material. The views and comments expressed in this section are not necessarily those of the editors, the Executive Committee, or the University Faculty Senate. Submissions and any comments regarding articles in this section should be addressed to the editors.]

The Leadership Crisis at the University at Albany: The Productive Role of the SUNY University Faculty Senate in its Successful Resolution

Reed Hoyt

Chair, University Senate
University at Albany

Two summers ago the University at Albany community was deeply saddened by the untimely death of our President, Kermit Hall. To say the least, the administrative situation at the University at Albany was disrupted. The reasonable immediate solution was to appoint Susan Herbst, the Provost, as the Officer in Charge. Because of the necessity of having provostial and presidential review in personnel and other matters, Susan in consultation with our Senate leadership appointed an Acting Provost, who agreed to serve for the academic year 2006-2007. For the current year, no Acting Provost was appointed – and Susan announced her own departure on 10 September 2007. This left the university with no presiding officer and no second-in-command.

As can easily be imagined, the e-mail

traffic after her announcement was tremendous. A number of ideas were being discussed by a number of small groups of faculty, and some of the results were reported to me. The situation was not without its lighter moments, as some utterly incredible rumors also circulated.

Almost immediately after Susan's announcement, SUNY Senate President Carl Wiezalis contacted me as the Chair of the University Senate to discuss the situation. Very soon thereafter, Interim Chancellor John Clark contacted me directly. As far as I know, the potential simultaneous lack of a president and a provost, if not unprecedented, certainly is unusual. We worked out a plan for our Senate Executive Committee to have a conference call with Interim Chancellor Clark and Senate President Wiezalis to discuss a plan of action. One of the astute Council Chairs recommended that the Executive Committee meet shortly before the conference call to discuss any specific recommendations we might have.

When we did our conference call, the Executive Committee was able to make specific recommendations for possible candidates. Interim Chancellor Clark decided to form an advisory committee incorporating recommendations for membership from the Executive Committee. After the conference call ended, we compiled a list of potential members and alternates for the committee, more names than he requested so that he had choices to consider in the event of declinations. When Interim Chancellor Clark formed the committee, which consisted of faculty, administrators, and students, its membership followed our recommendations almost 100%. I won't go into the details here because of a lingering confidentiality issue, but I can well understand the reason that the actual committee selection was not completely congruent with our recommendations.

The committee met with Vice Chancellor John O'Connor and Associate Vice Chancellor Aimee Bernstein from SUNY Central to make a recommendation, a meeting chaired by the Vice Chair of our University Council. As a result of recommendations from constituencies in addition to that of the Executive Committee, several names were considered. Nonetheless, we

were able to come to a consensus that George Philip, Chair of our University Council, would be our best choice.

Many may find the selection a curious solution, and I'll not go into the reasons that he was by far our best selection. Rather, because the matter involves the SUNY Senate, I want to center on the process that led to the recommendation to Interim Chancellor Clark, a process that was in my estimation exemplary. Governance was consulted every step of the way. Action from Senate President Wiezalis and Interim Chancellor Clark was swift and efficient. Disparate parties reached a consensus. The complex and difficult problem was solved in less than a month, but with full involvement and interaction of the Chancellor's office, the President of the SUNY Senate, and the University at Albany University Senate. In my view this is the way things should be done within the fabric of university faculty governance.

Some of Our Professors are Missing

Aaron (Bill) Godfrey

Department of European Languages
Stony Brook University

Every profession has its dirty little secrets and the academic profession is no exception. More than a generation ago, C. P. Snow in *The Two Cultures* raised the question of Science versus the Humanities, which generated more heat than light before it died down. Yet in the academic world the cleavage between the disciplines is even clearer, and there seems to be a gentleman's agreement that no one will talk about it.

I recall many years ago that a colleague from the Physics Department told me rather wryly that if you asked any scientist about Shakespeare, Mozart, or Michelangelo, they would have more than a passing acquaintance with these icons of culture. Yet if you asked most people in the Humanities to explain a fundamental law of thermodynamics, $E=MC^2$, or the binomial theorem, basic building blocks

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of the sciences, most would be at a loss and consider such knowledge totally irrelevant to their interests.

Standards in Mathematics and Science departments have remained relatively high with much less evidence of grade inflation. It is also clear that because of the rapid advances in scientific fields, the students cannot be fed a constant diet of the same old material year after year. Nor can the professors serve up predigested lectures that have changed little since the instructor began teaching. Consequently, a three-credit course in Math or Science usually requires more preparation for both teacher and student than one in the Humanities.

Another recent phenomenon is the general inaccessibility of the Humanities faculty, particularly for graduate students. It is also true that some Humanities graduate seminars require little preparation and are often free-association sessions with a vague theme that gives the director a chance to display his undisciplined erudition. In contrast, the scientists are on campus or near their labs a large portion of their time, including weekends and school vacations. In contrast, many in the Humanities are almost invisible when they are not in class. A quick and random check of the parking lots near their buildings proves them empty nights and weekends (including Friday) while those near the science buildings are not.

Too often, professors in the Humanities have a two-day a week teaching schedule and are rarely on campus more than these days unless there is an important or mandatory meeting to attend. Frequently, they live at a great distance, even in another state, which is not possible for the Science faculty.

Since many Humanities faculty at large suburban universities live in nearby cities, the two or three-hour trip from home is not made casually. Not only does this limit the availability of the faculty to students and curtails their university service, but indicates a lack of commitment to the institution and its functions. The rationale for urban living sounds like a broken record. One always hears that a scholar in the Humanities uses the city as his “laboratory,” its libraries and cultural resources, the intellectual ferment, etc., etc. The Internet, however, puts an end to this line of reasoning. It is also worth noting that concerts and cultural events on campus are better attended by members of the Science faculty than those in the Humanities.

Languages and the Humanities are becoming intellectually flabby. At research institutions like Stony Brook, promotion and tenure is gained by publishing. What is published is often inconsequential, but an article is a publication and once it is weighed in counts towards advancement, even if the journal is obscure with minuscule circulation.

University service is another measure of faculty productivity. This, too, is hard to define. Many university committees and task forces meet often and work hard. Some, however, rarely meet and the faculty member fails to attend meetings but it is listed on the annual addendum that faculty submit about their teaching, research/scholarship and service activities. The scientist, on the other hand, realizes the research work that he does will never be the last word, but another step, a building block, that can be used by the next scientist.

The Humanities’ flabbiness also extends to grading. Too many professors are reluctant to jeopardize enrollment by demanding too much of their students. Others feel that if too much is demanded, it will increase their academic burden, preventing the full enjoyment of the gracious prerequisites of academic life. Consequently the university has become a place of employment where some faculty draw their salary with little commitment to the university, its students, or the local community.

We continue to wonder why there is cultural illiteracy and why students are so apathetic or badly prepared. We really need to look within and to examine university priorities. Scholarship and research are important, but when the students, particularly the undergraduates, are neglected, we are preparing a new Dark Age where no one will know anything but will have the illusion of wisdom because they have gone to the university. Those in the Humanities are greatly to blame because they have chosen to give their own work (or pleasure) a higher priority than the hard and often unrewarding work of training those who will come after them.

SUNY Campuses Need a “Peoples’ Court” Forum

Daniel S. Marrone

Professor and Senator
SUNY Farmingdale State College

A “People’s Court” on SUNY campuses? Well not really, but some aspects of the televised, widely-viewed, *The People’s Court*¹ may prove effective, though not necessarily efficient, which is intentional, in enhancing self-governance at SUNY campuses. What are some of the positive aspects of a People’s Court on campus? Enhanced visibility, communications, coordination, accountability, and reflection are potential benefits.

SUNY Farmingdale State College does not have a “People’s Court” but it does regularly hold regular Friday morning meetings (September through May) of the Farmingdale Executive Committee, the so-called “FEC.” FEC meetings include approximately two dozen individuals discussing a wide variety of campus issues. A limited selection of these activities include: fill interim vacancies on standing committees; coordinate activities of standing committees; supervise nominations and elections to standing committees; create ad hoc committees of the faculty; and make recommendations on such matters of procedure and policy as may be requested. A powerful authority of the FEC is to “make recommendations to any or all of

the following: the faculty, the President, the Bargaining Agent.”² The most important power of the FEC, undoubtedly, is the forum and ability to help resolve campus problems. With this broad authority, there are intentionally *few* limits on what, who, and for how long issues may be discussed at the FEC. The FEC, thereby, enhances participation, communications and visibility across campus stakeholder groups.

The FEC regularly includes the participation of the campus President and Provost along with faculty and staff representatives from virtually all campus groups. Members of the FEC are, in turn, assigned as liaisons to participate in all standing committees and many other committees as well on campus. For example, this Senator is one of two FEC liaisons to the campus College-wide Curriculum Committee. Having high-level campus administrators along with numerous faculty and staff representation on the FEC provides democratic participation and, to a degree, heightened accountability. When decisions are made at the FEC, little argument may be made that one part of the campus community or another was excluded from the decision-making process. In fact, when a claim is made that a part of the campus community is excluded, the FEC will readily add representation from that campus group. In other words, the actions of the FEC include, if you will, visibility and, most importantly, a degree of self-correction in its actions. Although there are relatively few limits to the variety of topics discussed at the FEC, certain areas are never covered including most labor-management and disciplinary issues. These are addressed in their own venues. However, no one is prevented from raising these and other issues at the FEC. While not getting all their issues resolved at the FEC, individuals are at least directed to those more appropriate committees and forums. Thus, the FEC helps to foster coordination.

An additional benefit of the FEC is the subtle ability of this deliberative body to be patient. Why is being “patient” such a good thing? Some issues presented at the FEC are resolved in one sitting. Many others, on the other hand, are discussed

over many weeks at the FEC. Some issues are, for better or for worse, never resolved. While frustrating at times, the lack of quick resolution is, in fact, often a good thing especially when student issues are involved. During my time with the FEC, a number of complex issues of this sort have been raised. Over extended weeks of discussion, this Senator has found himself taking differing, sometimes opposing, viewpoints. Is this not what legal advocates do in court settings in order to sway the jury’s opinion? What is wrong with having the opportunity to reflect upon and even change one’s mind regarding complex, controversial issues?

While life in SUNY may be not be perfection – much increased funding would of course be needed – having the FEC or something like an FEC allows campus stakeholder groups to let off more than a little steam and, at times, derive a mutually successful resolution. Throughout SUNY, shared governance is promoted and, to varying forms and degrees, practiced. Thus, one must assume that nearly all SUNY campuses have an FEC or FEC-like forum. So, let us take a moment to truly appreciate our deliberative forums.

In the end, the greatest FEC benefit is to promote communications and “peoples-connections” among our campus community groups. As educators, these are objectives we emphasize in our teachings. All SUNY campuses, in this person’s view, need a “People’s Court” FEC forum.

References:

¹“People’s Court” is used solely in this document as a metaphor. The *real* one is, of course, “The People’s Court” ©2007. Ralph Edwards/Stu Billet Productions, 401 5th Ave., NY, NY 10016.

²*SUNY Farmingdale State College Professional Handbook*, Section 10 Bylaws of the Faculty, Article 10.2, “The Farmingdale Executive Committee” (excerpt).

Message from Carl Wiezalis

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agencies and institutions were present and represented. First Lady Silda Wall-Spitzer was one of our keynote speakers, as were U.S. Congressman Steven Israel (L.I.), Paul Tonko, President of NYSERDA, David D. Brown IV, Executive Director of the Dormitory Authority of the State of New York, Carl Hayden, Chair SUNY Board of Trustees, Edward Cox, SUNY Board of Trustees, Chancellor John Clark and SUNY Chief Financial Officer, Kim Cline. The financial sponsors of the event were SUNY System Administration, the University Faculty Senate and NYSERDA. Presenters from all across SUNY and the nation offered information related to policy, research and pedagogy in the areas of environment, energy, education and economic development. This was the first of many sustainability conferences to be sponsored by SUNY in the future. Dr. Maureen Dolan (Professor-Old Westbury), Chair of the Senate Operations Committee, along with Carol Donato deserve very special recognition and accolades for the hundreds of hours invested in the planning and operation of this conference. The Task Force Report on Energy has been advanced to all SUNY campuses and has become the sustainability template for the SUNY System for the future.

I encourage all to visit the University Faculty Senate website at <www.suny.edu/facultysenate>, where you will find more detailed reports related to the work of the Senate. I wish you all a restful, happy and healthy holiday season and intersession. Please feel free to contact me at any time with your questions and suggestions .

Warm regards,

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COMMITTEE REPORTS

University Programs and Awards Committee

(Sandra Michaels, Binghamton, Chair)

On the “Conversations in the Discipline,” guidelines were refined to make them clearer and the committee is revising the budget page for greater ease of use. As of 2008-2009, proposals can be submitted directly to the Conversations website.

Provost Risa Palm has approved the recommended change of the interval between eligibility for the Chancellor’s Excellence Awards from 10 to 5 years. The campus allocation formula for each Award category is under review. There is some concern that on-campus review guidelines have not always been followed; consequently, Campus Governance Leaders are being urged to discuss this directly with campus administrators when such a situation arises.

There are several possible revisions to the guidelines for the Distinguished ranks that are being considered: Whether to allow those with administrative appointments above the level of department chair to be eligible, the possibility of holding multiple ranks, and requiring the Chancellor’s

Excellence Award in the relevant area as a prerequisite.

Finally, the committee is considering the privileges and responsibilities of University Faculty Senate Fellows.

Governance Committee

(Sharon Cramer, Buffalo State College, Chair)

The committee is completing its updating of the *Governance Handbook*, which was previously published in 1995. It will be engaged in a number of enterprises to document the best and promising practices for engaging campus members in governance. It has revised the “Consultation and Visitation Procedure” for campuses in which there is unresolvable conflict between governance and administration and offered a resolution for acceptance of the revised procedures (see section on Resolutions for specific wording).

Graduate and Research Committee

(Peter Nickerson, Buffalo, Chair)

The committee is deeply involved with the Operations Committee in planning a major symposium on November 12-14, 2007 on “SUNY and Sustainability –

Transformational Opportunities: Exploring the Nexus of Energy, Environment, Economic Development and Education.” It will survey campuses to identify academic and research programs in the area of sustainability. The committee is identifying examples of cooperation among SUNY units on research, scholarship, and creative activities, and will explore the possibility and feasibility of resurrecting the SUNY Scholar Exchange Program.

Finally, the committee will consider a needs analysis of programs for graduate and research areas, and will explore the issue of intellectual property rights for online programs of graduate education.

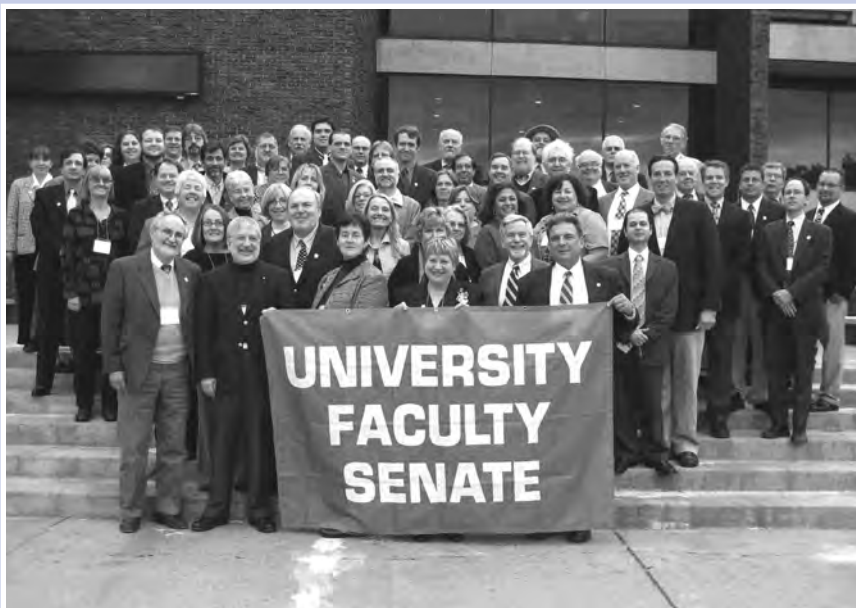
Operations Committee

(Maureen Dolan, Old Westbury, Chair)

The major item for this committee is the energy conference mentioned in the report of the Graduate and Research Committee. Maureen Dolan, the chair of the Operations Committee has the leading role in organizing this conference. *[Editors’ note: There will be a special issue of the University Faculty Senate Bulletin in the Spring semester on this conference.]*

The library subcommittee of the Operations Committee has developed a resolution in support of a “comprehensive SUNY digital library” that was presented to the senate for approval (see section on Resolutions for the full text of the resolution). It plans to prepare informational materials to educate campus constituencies on SUNY-wide library issues that impact their campuses.

The committee completed a study of faculty diversity, and the final report of that effort, *Longitudinal Study of Faculty Diversity* (analyzed by rank, gender, and ethnicity) was presented at the Winter 2007 University Faculty Senate Plenary Meeting and will be available in hard copy very shortly. As a consequence of this report and its discussion at the Winter 2007 Plenary Meeting, the committee will examine the recruitment and retention of faculty from minority groups. The committee is also



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proposing a study of salary equity and salary compression, including issues of geographical differential cost of living by county, and will continue its “Big Dig” project to examine the staffing patterns, trends and implications of growth in non-teaching professionals – including the implications for academic quality, workload, campus governance, operations, fiscal policy, and the BAP model of funding.

Student Life Committee

(Edward Feldman, Stony Brook, Chair)

The committee is collecting information on “positive campus traditions” – academic and non-academic programs at each campus that contribute to an *esprit de corps* for possible distribution throughout SUNY. It will also develop a “how to guide” with available resources for campuses to implement programs in Service Learning.

The issue of medical insurance for students will be the focus of a “white paper” that the committee will develop for submission to the University Faculty Senate and the Chancellor. The committee considered the recommendations of the Chancellor’s Critical Incident Task Force (in which the Student Life Committee participated through the membership of its chair on the Task Force) and recommended that the current statewide ratio of mental health counselors to students, which is 1:1700 should conform more closely to the Task Forces’ recommendation that it be 1:1000. The committee will explore action items or resolutions to enhance SUNY’s preparedness.

Undergraduate Academic Programs and Policies Committee

(Patricia Carey, Buffalo, Chair)

The committee is reviewing the SUNY policy on credit/contact hours and is considering updating the 2001 Guide for the Evaluation of Undergraduate Academic Programs. It is also considering an undergraduate research conference and the possible establishment of an electronic journal of undergraduate research.

With respect to curricular matters, the committee is compiling a profile of best practices on embedding a “world view” into the curriculum. It is also considering a General Education policy analysis and ways of embedding ethics into the curriculum.

SECTOR REPORTS

University Centers

(Bill Godfrey, Stony Brook, Convener)

Issues of concern discussed at the meeting of this sector included the differing policies concerning transfer students and articulation agreements among the SUNY campuses. Also discussed was the concern that stipends for GAs and TAs are too low and non-competitive. There was agreement that the Voluntary System of Accountability should not be imposed on any campus, and concern was voiced that there was minimal consultation with faculty on its implementation (see the Resolution section for the wording of a resolution on this issue). Also discussed was the quantification of faculty workloads – faculty workloads should be departmentally controlled and not controlled by senior campus or System Administration.

Health Sciences Centers

(Peter Bradford, Albany, Acting Convener)

Issues of concern discussed at the meeting of this sector included the development of a public health newsletter for students and consumers to be spearheaded by the HSC Sector of the Faculty Senate. There was also considerable interest in having a health care summit to include agencies like State Health Department, State Department of Education, SUNY, and other interested parties. The summit would focus on current and future needs of medicine and health in New York State. Also discussed was a plan to have a conference between SUNY and the licensed professions to discuss common issues. The HSC Sector continues its strong recommendation for the establishment of a senior level SUNY System administrator

having responsibility for overseeing the SUNY HSCs. Another issue of critical concern was the large numbers of clinical faculty lines with too few tenure-track lines and the apparent conversion of contracts of the clinical faculty being reduced from 3 to 1 years.

Comprehensive Colleges

(Runi Mukheri, Old Westbury, Convener)

Issues of concern discussed at the meeting of this sector included the perceived decline in the “culture of consultation” between administration and faculty at both the campus and University Faculty Senate (UFS) level (e.g., with respect to a campus’s participation in the pilot program of Voluntary System of Accountability). One campus reported that their Memorandum of Understanding (MOU) with the Office of the SUNY Provost was never discussed with campus governance. In addition, the recent Chancellor’s Critical Incident Management Task Force recommendations were not reviewed with the UFS or campus faculty governance prior to implementation. Also discussed was the issue of presidential searches and campus academic advisement and the need for a best practices manual for each.

Specialized/Statutory Colleges

(Douglas Eich, SUNY Institute of Technology, Convener)

The situation at the New York State College of Ceramics at Alfred (NYSCOC) continues to be of concern. There is continued conflict between the NYSCOC and Alfred University (a private university that shares the campus with both NYSCOC and Alfred State University) over control of administrative personnel and budgetary matters. The result of this ongoing problem is the loss of some faculty members in engineering that it is believed, will impact student enrollment and threaten the viability of NYSCOC. The sector considered the issue of mixed progress of women in higher

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education and how to improve diversity among faculty and students. The issue of the use of student technology fees to meet their educational needs was discussed in light of poorly equipped laboratories for students' academic programs. Finally, the issue of whether the university and community service of clinical faculty is recognized and appreciated was raised as an issue.

Colleges of Technology

(Joseph Petrick, Alfred State College, Convener)

There was clear expression of the need for a comprehensive five-year plan to reassess the mission and vision of this sector that includes faculty workload issues, accurate reimbursement for high cost programs, and a general review of budgetary issues.

Concern was expressed that while the Colleges of Technology are moving toward an increased number of baccalaureate programs, community colleges are increasingly moving into service areas of the technology sector. The members of this sector also note that much of the assessment programs in SUNY are being conducted without adequate compensation of faculty as well as the continuing hiring of adjuncts that do not always reduce the workload of faculty on term or continuing appointments.

In one of the campuses, legislative action has led to graduates of a particular academic program to be unable to practice in New York State and thus the campus will have to suspend enrollment in that program to the detriment of students and New York State.

Campus Governance Leaders

(Susan Camp, Oswego, Convener)

The Campus Governance Leaders (CGLs) are concerned about the lack of regular, effective consultation on many campuses (e.g., the lack of governance consultation in the decision of eight campuses to participate in the pilot project of the Voluntary System of Accountability) Many campus governance organizations lack

the clerical support, office space, printing costs, release time for the CGL, etc. that are needed for effective shared governance.

The CGLs also expressed concern with the Voluntary System of Assessment. They indicated that such continuing assessment increases workload, wastes time and money, and is not the best way to improve education.

The CGLs participated in a "Parliamentary Procedure and Effective Meeting" leadership seminar led by Edward Alfonsin, Parliamentarian for the University Faculty Senate. It was followed by a report from the Governance Committee on a survey of participation in campus governance throughout SUNY. This report indicated that governance was hampered by the decreasing pool of full-time faculty and that smaller campuses have even fewer faculty to involve in governance.

Finally, the CGLs recognize the need to cultivate a strong relationship between administration and faculty governance that often needs to be emphasized when there is a new senior administrator.

RESOLUTIONS

Resolution on the State University and the "Voluntary" System of Accountability

RATIONALE:

WHEREAS the University Faculty Senate has indicated through a number of different resolutions that it opposes the collection and public distribution of standardized measures assessing student learning outcomes that would allow for invidious and inappropriate comparisons among SUNY units; and

WHEREAS each campus of the State University has an assessment process that is the result of agreements between that campus and the System Administration, the singular purpose of which is the improvement of undergraduate education; and

WHEREAS the Voluntary System of Accountability recently fostered by AACSC and other educational organizations

inappropriately uses such data as marketing tools rather than for the improvement of undergraduate education; and

WHEREAS eight State University campuses have "volunteered" to pilot the Voluntary System of Accountability with little or no consultation with local faculty governance bodies:

RESOLUTION:

THEREFORE BE IT RESOLVED that the University Faculty Senate strongly opposes any move to implement the Voluntary System of Accountability as a state requirement; and

BE IT FURTHER RESOLVED that the University Faculty Senate urges a prohibition on any additional campus involvement in the pilot process without explicit and meaningful consultation with local governance bodies.

Resolution in Support of Proposal for a Comprehensive SUNY Digital Library

PREAMBLE:

At its 2006 Fall Plenary Meeting, the University Faculty Senate adopted the following resolution [on Enhancing SUNY Access to Electronic databases]:

"Therefore Be it resolved, that in order to more adequately support the teaching and research needs of SUNY students and faculty, the University Faculty Senate recommends that SUNY institutions and the SUNY Provost, working together, give priority to developing both a strategy and funding mechanism to provide greater SUNY-wide access to a broader range of scholarly databases and other electronic resources than those currently available."

In August 2007, the SUNY Council of Library Directors and the SUNY Connect Advisory Council submitted to SUNY administration a document entitled Proposal for a Comprehensive SUNY Digital Library (see attached). The University Faculty Senate Operations Committee has

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reviewed the Proposal and believes that it provides a good strategy for increasing access within SUNY to electronic scholarly resources. The Operations Committee accepts that the suggested funding mechanism is reasonable while noting with regret that library expenditures within SUNY remain inadequate to move SUNY libraries to the front ranks of their national peers.

RESOLUTION:

WHEREAS, at its 2007 Fall Plenary Meeting, the University Faculty Senate adopted a resolution recommending that "SUNY institutions and the SUNY Provost, working together, give priority to developing both a strategy and funding mechanism to provide greater SUNY-wide access to a broader range of scholarly databases and other electronic resources than those currently available."; and

WHEREAS, the SUNY Council of Library Directors and the SUNYConnect Advisory Council have submitted their Proposal for a Comprehensive SUNY Digital Library to the SUNY Chancellor and the SUNY Provost; and

WHEREAS, the University Faculty Senate finds that the Proposal for a Comprehensive SUNY Digital Library sets out an effective strategy for increasing System-wide access to scholarly electronic resources;

THEREFORE BE IT RESOLVED that the University Faculty Senate recommends the implementation of and provision of funding for the SUNY Digital Library as outlined in the Proposal for a Comprehensive SUNY Digital Library. <www.suny.edu/faculty/publications.cfm>

Resolution on Endorsement of the University Faculty Senate Consultation and Visitation Procedures

RATIONALE:

WHEREAS the University Faculty Senate has, for many years provided a detailed written protocol providing for the estab-

lishment of a visitation team to be dispatched to a campus following the joint invitation by the campus president and the local governance leader for the providing guidance and assistance in resolving protracted governance disputes between administration and faculty, and

WHEREAS the Senate has played an important and effective role in resolving contentious governance situations by lending its expertise and experience, and

WHEREAS the establishment and utilization of such a protocol clearly lies within the charge to the University Faculty Senate as the governance body of the University, and

WHEREAS the members of such visitation teams make important contributions to the University within the service component of their job responsibilities, and

WHEREAS the Governance Committee herewith recommends revisions and enhancements to the protocol as a result of the most recent visitation to Alfred State College:

RESOLUTION:

Now, therefore be it resolved that the University Faculty Senate hereby adopts this revision to the protocol as the policy of the body to take effect immediately. <<http://www.suny.edu/facultysenate/ConsultationVisitationProcedures.pdf>>

Other items of note at the Plenary Meeting

Bill Scheuerman, President of UUP spoke at the dinner reception. Mr. Scheuerman was presented with the *SUNY Friend of the Senate* award. Mr. Scheuerman is leaving UUP to become President of the National Labor College in Silver Springs, Maryland.

Milton Johnson, President of the Faculty Council of Community Colleges, reported that he, Carl Wieszalis and the Chancellor are working to form a task force on transfer student issues affecting both 4 year institutions and community colleges. Johnson is also interested in promoting community engagement (service learning) in the community colleges.



UUP President William Scheuerman receives the Faculty Senate Friend of the Senate award.

University Faculty Senators • 2007-2008

SUNY System Administration

Kim Cline
Kavita Pandit

University at Albany

R. Michael Range
William Lanford

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