

Faculty Senate

BULLETIN

A PUBLICATION OF THE STATE UNIVERSITY OF NEW YORK UNIVERSITY FACULTY SENATE

Faculty Senate Bulletin

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NEW PRESIDENT



Kenneth P. O'Brien
President-Elect
University Faculty Senate

Kenneth P. O'Brien Elected President of the University Faculty Senate

received the Edmund J. Winslow Award for Excellence from the New York State Historian's Office. At Brockport, he received the Chancellor's Award for Excellence in Faculty Service and the Chancellor's Award for Excellence in Teaching. He has been a valuable member of the SUNY Special Joint Committee on Articulation and Transfer through his detailed knowledge of the issues because of his current service as Director of Transfer and Articulation at Brockport. He has served the University Faculty Senate on several committees, including the SUNY Honors Program Review Committee and the SUNY *ad hoc* Committee on System-wide Assessment.

In addition to his service to the University Faculty Senate, he is currently Director of the

College Honors Program at Brockport. He has been president of that campus' Faculty Senate twice, and served on and chaired a number of its committees. Most recently, he was deeply involved in planning "The SUNY 60th Anniversary Scholarly Conference" that took place in Albany in April, 2009. Along with John Clark and Bruce Leslie, he co-authored a summary of that conference that appears in this edition of the *Bulletin*.

Ken is a knowledgeable and deeply committed colleague who is articulate in conversations involving quality education at SUNY. He will be an effective voice for faculty and professional staff on issues that matter to them. We are pleased to have him at our helm, and look forward to a productive two years.

Professor Kenneth P. O'Brien, an historian of modern America at SUNY College at Brockport, was elected to a two-year term as President of the University Faculty Senate at its meeting in Buffalo on May 1, 2009. He received his Ph.D. from Northwestern University and is the author of a number of books and articles in the field of history. In public history, he led the team that



**Farewell and thank you
President Carl Wiezalis.**

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SPRING 2009



Carl T. Hayden
Chair
SUNY Board of Trustees

By now, you know the worst. SUNY, which had been cut \$210 million in the 2008-2009 budget, was assessed an additional \$200 million in the 2009-2010 budget. On a state operating aid base of about \$1.4 billion, the scale of these reductions is breathtaking. SUNY, among all state entities, has disproportionately borne the brunt of deficit reduction.

SUNY's Board of Trustees promptly sought to soften the impact of the first round of cuts by approving a "rational tuition" plan aligned with a brave and thoughtful recommendation put forward by the SUNY Student Assembly. The Trustees called for a tuition increase of \$310 for Spring 2009, and a cumulative increase of \$620 for the 2009-2010 school year. This action would add an additional \$68M and \$140M in the referenced periods. In subsequent years, tuition increases, if necessary at all, would be limited to a percentage tied to an index that tracks the cost of goods and services colleges and universities purchase.

The idea underlying "rational tuition" is that students and their families should be able to plan for predictable, modest tuition increases falling within TAP eligibility limits. From SUNY's perspective, the additional funds would help us retain and recruit first-rate faculty, lessen dependence on adjunct instructors, maintain the breadth and quality of programmatic offerings and advance SUNY's competitive position in the high-stakes world of cutting-edge research.

The Division of Budget, however, had other ideas. They saw the pot of money represented by the tuition increase as something under their control, something that could be applied against the massive budget

What Budget Cuts Mean to SUNY

deficit confronted by this Governor and this Legislature. In proclaiming the money "ours," DOB pointed to precedent. They said that on earlier occasions when tuition had been raised, SUNY had seen none of it. They portrayed themselves as generous in offering SUNY 10% of the increase (\$6.8M) in 2008-2009 and 20% in 2009-2010 (\$28M).

In fact, what history shows is that earlier tuition increases, often in the range of 20 to 30%, occurred only after state operating aid had already been reduced. SUNY's operating aid would be cut, then a compliant SUNY board would raise tuition in an amount calculated to offset the cut. It was a wash, orchestrated by the Governor's staff, but SUNY retained 100% of the tuition. In this context, DOB's role was to authorize the expenditure of newly raised tuition. Those SUNY boards, I suspect, had a different view of their fiduciary obligation than does this one.

What is different this time is that, following upon the initiative of our student leaders and the express invitation of Governor Paterson, SUNY raised tuition on its own authority, and it did so before there was any reduction in operating aid. This action flowed from two imperatives: the Trustees' obligation to protect the institution and the compelling need to engage, in public space, the crucial policy issue of whether tuition can be diverted to purposes unrelated to student education.

The result is that the issue of tuition is fully engaged across the entire political spectrum. Students, parents, editorial pages and elected representatives now appreciate the full dimension of an issue the very existence of which was poorly understood until this budget season. And the public is rightly furious that tuition dollars end up going to prisons or roads or MTA or whatever. This budget allows SUNY to retain 20% of the tuition increase in 2009-2010 and 30%, 40% and 50% in subsequent years. That, I suppose, could be viewed as a victory of sorts. But such a claim would be illusory on two counts.

First, 100% of the tuition increase belongs to SUNY, not some lesser sum. We have always said to DOB that we recognize our obligation to help deal with the budget crisis. We have asked DOB

to give us a target and let us manage, as a system of allied professionals, to that number. That authority has never been granted. Secondly, even were we to ignore the principle at stake, there is no guarantee that the 30%, 40% and 50% promised in the out-years will ever be delivered.

We are seeing all across the vast SUNY system, the first evidences of this self-inflicted wound. Faculty and staff are being let go or placed on attrition schedules. Soft and hard hiring freezes are in place. Course offerings are being reduced. Class sizes are increasing. Programs are being eliminated. Even more ominously, the door to this pre-eminent system of public higher education is slowly swinging shut. Against the backdrop of unprecedented increases in applications, a response to the financial distress being experienced by families all across New York, fewer students are being admitted at too many campuses. Our public purpose, the very reason for our existence, is being frustrated.

I don't want to conclude this piece without acknowledging that there is reason for optimism in the days ahead. Gov. Paterson cares deeply about public higher education and has repeatedly observed that the cuts to SUNY were those he most regretted. He has promised renewed investment in SUNY when the economy turns, a prospect that DOB acknowledges will likely occur later this year. The Chairs of the Senate and Assembly Higher Education Committees, Toby Stavisky and Deborah Glick, have made similar pledges and we take them at their word.

Our new Chancellor, Nancy Zimpher, arrived on June 1, 2009. She will find well underway a comprehensive re-engineering of SUNY Central overseen by Trustees Sanford, Cox and Russell. She will find a Board of Trustees undaunted and committed to doing everything in its power to protect and elevate this great university.

We are in motion and we are keeping the faith. We take immense comfort in your unwavering support.

University at Buffalo Summer Research Conference

The University at Buffalo (UB) is pleased to announce its 15th Annual Undergraduate Research Conference

sponsored and hosted by their Ronald E. McNair Post-Baccalaureate Achievement Program

The Conference will be held
July 16-19, 2009
at the
Conference Center
Niagara Falls

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

Faculty who work with undergraduate students on research projects are encouraged to visit the UB McNair Conference website at www.ubetc.org/mcnairscholars/conference for abstract and registration information. Students may present their research in either poster or oral presentation format.

Should you have any questions, or require any clarification please feel free to contact Dr. Susan J. Ott at sjott@buffalo.edu or by phone at (716) 645-5478.

We look forward to welcoming interested students and faculty to the Buffalo/Niagara Region in July.





Dr. Nancy L. Zimpher
Chancellor
The State University of New York

“I Can’t Wait to Get Started”

I could not be more excited about the professional challenges and opportunities that await me as the new Chancellor of The State University of New York.

I already have had the pleasure of meeting many faculty members from numerous campuses during several visits to New York and I look forward to an ongoing dialogue with faculty, both individually and collectively. I can assure you that you will hear from me directly on a regular basis in the pages of the *Bulletin* – assuming, of course, that your editors allow me that privilege.

When I was selected, as your new Chancellor, the Board of Trustees directed me to lead a strategic planning process that builds a new vision for SUNY. Your input will be crucial in helping to develop a vision that encompasses the diverse goals of the 64 campuses and the system as a whole. Neither the vision, nor the process to create it, can successfully be developed without collaboration and partnership every step of the way.

As I stated on the day of my appointment and in numerous conversations since, my goal is to lead a State University system that can be a model not only for the nation but for the world.

My first three months as Chancellor come as academia eases into its traditionally quietest time of the year. That won’t be true for me, as I intend to visit all 64 campuses this summer. I want to meet with and learn from our entire University community. And of course I want to hear from

our outstanding faculty, who, for students, represent the heart and soul of our institutions.

These highly inclusive discussions will lead to the creation of a SUNY five-year plan, which we will share together with our various publics next spring for further input and discussion. The plan we develop will address SUNY’s short- and long-term academic goals, research initiatives, quality and accessibility, our relationship with elementary and secondary education, our role in economic development, and outreach to our various communities, and much more.

One of the challenges as Chancellor that invigorates me is the appeal that SUNY has as a system, as opposed to a stand-alone university. With our impressive collection of community colleges, comprehensive colleges, colleges of technology, medical centers and doctoral research universities, we are uniquely positioned to help shape the future of public education at every level in New York.

With a strong system of education in place, New York can reach new heights, as we strengthen linkages with and among school districts, the community colleges within the SUNY and CUNY systems, and the state’s public and private colleges and universities. For me, education starts with Pre-K and never ends.

That’s why our new vision will also emphasize the importance of student mobility and the ease with which students are able to move into and within the SUNY system. For the last six years, student mobility within higher education has been a priority of mine and I look forward to bringing that experience to New York.

Thank you to University Faculty Senate President and SUNY Trustee Dr. Carl Wiezalis and to the faculty across our campuses for your leadership and commitment. I am absolutely convinced that working together we can and will make the State University of New York a shining example of public higher education at its best.

I can’t wait to get started.
tion of SUNY Chancellor effective June 1, 2009.



Dr. Risa Palm
Provost and Vice Chancellor
for Academic Affairs

Excellence Despite Challenges

We are now in a period of transition as we begin the term of our new chancellor, Dr. Nancy Zimpher. This will be a new era for SUNY, and it comes at an urgent time in our history. The economic downturn in the state and the resulting cut-backs in campus budgets have created serious challenges as we continue to strive for academic excellence. Instead of the needed increases in faculty numbers as recommended by the Commission on Higher Education, we are seeing reductions in staff, increases in student-to-faculty ratios, reductions or eliminations of high-cost programs, and reductions in the breadth of course offerings at some campuses. And all this is taking place while even more costs are being transferred from the state to our students and their families, just at a time when our citizens are under increased financial stress. The United States and the state of New York will emerge from the current economic downturn, but in the meantime, we will need a plan for concerted action to place ourselves in a position to lead in public higher education.

At the same time, there are other issues that we will need to monitor as a community of scholars. One of the issues that I am particularly concerned with is the spiraling library costs, particularly for access to print and electronic-access journal collections. As a scholarly community, we need to further discussions of the university’s role in dissemination of knowledge and ways in which we can ensure that the scholarly products of our faculty remain accessible.

Despite the by-products of the economic downturn, there are accomplishments that we as a community should note:

- The Joint Committee on Transfer and Articulation put forward a series of recommendations that will greatly enhance student mobility throughout our system. These recommendations were endorsed not only by the Faculty Senate, but also by the Faculty Council of Community Colleges and the Student Assembly. Some of these recommendations were implemented immediately, including the creation of a new advising website providing information on the transfer status of courses among our SUNY campuses, a new appeals committee to deal with inter-campus differences on course placement, and a new process for individual student appeal. We are now in the process of creating disciplinary round-tables where faculty can come together to discuss innovations in their disciplines and the ways these innovations should be translated into curricula.

- The course redesign initiative has been embraced by faculty at several of our campuses, resulting in a major restructuring of instructional delivery. Those units that received SUNY funding will be reporting on the changes they have made, and the impacts of these changes on student learning early this summer.

- The Faculty Diversity Program has provided campuses with salary and research support for new faculty, and continues to be a means through which campuses can enrich their course offerings. The new post-doctoral STEM program is permitting our doctoral campuses to recruit additional diverse post-doctoral students in science, technology, engineering and mathematics.

- SUNY Press has made great strides in e-publishing and in broadening its list. Three of its recent books, *Go, Tell Michelle, Vera and the Ambassador*, and *We Used to Own the Bronx*, are examples of a growing publication list that is attracting national and international attention (<http://www.sunypress.edu/index.asp?site=True>).

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Reductions in State Support to SUNY

James van Voorst

Interim Vice Chancellor
for Finance and Administration

Actions are being taken across the University to address the State support reductions absorbed during the 2008-09 fiscal year. Campuses are taking actions such as: hiring freezes and not replacing positions that become vacant, reduced enrollment plans to match revised program levels, reevaluation of offering high operational cost programs, delay, reduction or elimination of equipment, library acquisitions and travel budgets and developing additional revenue streams.

As the Spring semester ends and enrollment levels are solidified, campuses will continue to develop and refine their plans.

The 2009-10 enacted budget further reduces State support to the University. Some of the actions are offset with revenue streams which will help negate the reduction, but from the Adjusted 2008-2009 State-Operated Budget to the 2009-2010 Enacted Budget, State support has decreased \$34.8 million.

The statutory colleges received \$10 million in additional allocation primarily for negotiated salary increases. They also received a \$6 million reduction in their State support allocation.

The enacted budget also included language that specifies that the legislature's assignment of allocation to the statutory colleges as identified in the enacted budget cannot be reduced by the SUNY Board of Trustees.

University hospitals base state support was reduced by \$25.4 million.

By adjusting the base used for determining hospital disproportionate share payments, the hospitals will receive \$43.4 million in cash earlier than they would have if the same base calculation was applied from the 2008-09 year. Please note however, that this is not new money; the disproportionate share payment is designed to recover the additional costs of State hospitals and this adjustment only accelerates payments due to the hospitals.

Reductions in Medicaid reimbursement rates will reduce the hospitals estimated revenue stream by about \$12.4 million.

The net impact of this activity is an overall positive cash flow year to year of about \$5.5 million. However, since hospitals must be self supporting, and given that that salaries alone are increasing an estimated \$149.5 million, of which the State share due to negotiated salary increases is estimated to be \$38.8 million, the hospitals continue to call upon their available cash for operations.

Hospital administrators, system administration and the Hospital Committee of the Board of Trustees are working very closely in a coordinated effort to avoid any service reductions. However, the reality of the situation is that using one time cash reserve balances eventually results in an inability to keep all programs operational. It is estimated that although the hospitals are striving to maintain their programs, severe program reductions will likely be necessary by 2010-11.

Tuition continues to be a major factor in the budget for the state operated campuses. The 2009-10 budget includes a reduction in State support equal to 80% of the revenue estimated to be generated through the tuition increase approved by the Board of Trustees in Spring 2009, and 80% of an additional 7% increase over the Board approved in-state graduate and first professional tuition rates. It is estimated that \$82.4 million in additional tuition revenue will be generated by the students for which State support is received; but only \$18.8 million of those revenues will be available for University/campus use. The diversion of tuition revenues to other purposes continues to be an issue for students and parents.

There were other reductions in State support that were made with the expressed intention that the reductions be made up with other University revenues. Most notably is a \$40 million reduction tied to an expectation that IFR funds could be used to offset the reduction and a \$75 million Supplemental Operating Fund that would be funded with additional IFR funds to be used to avoid faculty/staff reductions.

There appears to be a basic misunderstanding as to the nature and purpose of the monies that campuses hold in their revenue funds and this apparently has led to the conclusion that these funds are not encumbered in any way and could be used on an ongoing basis to avoid the impact of the reductions in State support.

This thinking is unfounded for four reasons:

First, a good portion of the balances in these funds are one-time money; often accumulated over years of planning and specific actions to generate the balances.

Second, each campus is responsible for the administration of their financial plan, and like any good business it needs to hold an amount of funds that can be used to address emergencies or unforeseen events.

Third, a good deal of these funds have been collected from students or other sources and are being held with the understanding that programs, services and up to date equipment will be provided to them in the future. These are for such things as technology, health services, food services etc. Diverting funds to other purposes would be inappropriate and not in line with the University's fiduciary responsibility regarding these funds.

Fourth, and to many the most important reason, is that some of these funds have been accumulated to allow campuses to develop and expand their infrastructure and programs to stay ahead or keep up with the desires of students, faculty, staff, parents, alumni, businesses and their communities. Elimination of these funds takes away opportunities for campuses to strategically grow, maintain and stay ahead of the rapidly expanding demand placed on higher education institutions.

In short, making recurring, long term commitments against these funds is neither strategic nor sustainable and does not make good business sense.

The University has already taken actions to better explain why these funds should not be considered a resource to offset reductions in State support. There have also been discussions on how the importance of these funds can be presented to the various constituencies making budgetary decisions so they can have a better understanding of the funds.

Because of the importance of these funds to the current and long term operation of the University this will be an important issue during the upcoming year.

FROM THE PROVOST

Excellence Despite Challenges . . .

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The celebration of SUNY's 60th anniversary in April provided an opportunity to think about the events surrounding the establishment of our system, some of the factors that have led to successes, factors that make SUNY unique among public university systems, and some of the lessons we have learned over the course of our short history (<http://www.suny.edu/provost/2009ConferenceSchedule.cfm>). As former Chancellor Wharton pointed out, as a system we have made tremendous progress over this short period of time. The process of strategic planning with

a new chancellor will give us an opportunity to make action plans to take the next steps to continue our trajectory of progress so that we can effectively serve our students and the State of New York.

We welcome our new chancellor, and we begin this new era with a strong, diverse and vibrant university community that continues to do high quality teaching, research and service despite many challenges. We look forward to continuing conversations on how we can advance SUNY.

Risa Palm



Carl Wiezalis
President
University Faculty Senate

Four years have passed since the members of the SUNY University Faculty Senate elected me President of their State-wide governance body in the spring of 2005. George Pataki was still Governor of New York State and Bob King was moving out as Chancellor of the University and Admiral John Ryan was a rising star as Interim President at Maritime College and, later, as Interim President at the University at Albany. Both Joe Hildreth and I found ourselves on the search committee which eventually recommended Admiral John Ryan for the Chancellorship of SUNY. Ryan proved to be a popular leader with the University community and the Legislature of New York State. It was claimed that two of the best SUNY budgets in decades were the products of Ryan's advocacy work. Notable among the events and accomplishments of those years was Governor Pataki's action which placed me, as President of the University Faculty Senate, on the SUNY Board of Trustees. This seat has done more to give the Faculty Senate a strategic position and voice in the central governance of SUNY than any forum or prerogative given before. The faculty position of the Board of Trustees has been amplified because it now involves formal memberships on sub-committees of the Board of Trustees and the power of understanding which comes from having access to inside information and perspectives. And the proximity of the Trustees to the University Faculty Senate President and the work of our body have helped the Trustees to more fully

Thanks for Helping to Accomplish Our Goals

understand and appreciate our perspectives, motives and priorities. This was a brilliant and long-overdue decision by New York State government to elevate the President of the University Faculty Senate to the same level of the President of the SUNY Student Assembly, though only the latter actually has a vote on Board actions.

Chancellor Ryan was a student of leadership development and spoke frequently of the need to cultivate leaders across the University. The University Faculty Senate rolled out a leadership development program for Senators, while System Administration established a Chancellor's Task Force to school senior-level campus administrators in the knowledge and skills of successful leaders. The University Faculty Senate began a discussion with the Student Assembly leadership to consider ways that the undergraduate experience across SUNY could be refined to give all students the "soft skills" to differentiate our graduates from other college graduates. Our Student Life Committee continues to address this student leadership initiative in their program of work. The inculcation of student leadership development across SUNY may be the greatest gift, the most effective skill, that we can give our students in addition to their professional and career education.

A potentially positive legacy of the short-lived Spitzer administration is the "Report from the Commission on Public Higher Education." Board of Trustees Chairman Carl Hayden, Interim Chancellor John Clark, Provost Risa Palm and many other SUNY and non-SUNY members worked exhaustively for a year to forge a future-looking, future thinking analysis and road map to enhancing public higher education. The optimism of high aspiration soon eroded with the downfall of the Spitzer administration and the New York State and national financial meltdown. Our dreams of a "new day" for SUNY have been dashed by the fiscal constraints placed upon all aspects of SUNY operations. No sector has been spared

the surgical excision of resources, save for the SUNY Capital Budget. And the greatest "bait and switch" exercise has been the luring of our students to the support of a "rational tuition plan," only to have the Governor heavily tax their tuition by redirecting most of it to help New York State deal with its budgetary difficulties instead of using for its intended purpose of enhancing the quality of their education. And this diminished SUNY support comes to us at a time when our colleges and universities are over-flowing with out-of-work New Yorkers and military veterans struggling to receive an affordable education. Engines of economic development must be fueled. Diminished education leads to personal, social and economic failure. Let us work and pray for an improving future for public higher education, not just for the select few, but for all citizens.

Over the past four years I have written to you about the poor state of P-12 education across these United States. I have attended state and national meetings addressing this growing abyss. The United States has relinquished its leadership ranks in literacy and science-math education. Nations formerly identified as "third-world" have copied our vocalizations about "universal education" for our citizens and taken the necessary action that has allowed them to surpass our own accomplishments. We have really not fallen back; we have failed to keep up. The "knowledge economy" has replaced the agricultural and heavy manufacturing economy of our past glory years. High energy costs, coupled with high labor expectations, have decreased our competitive success with other nations. Many of the nations of Asia, for example, have invested heavily in science, technology, engineering and math (STEM) education, thereby increasing the number of graduates with these skills, while the number of American graduates in these disciplines has diminished. Many of our colleagues have told me that an American student in their graduate degree programs in

science is a rarity. We must continue to work with our colleagues in P-12 education to improve participation rates and graduation rates of high school students in all areas, but especially in the STEM professions. The work cannot, must not, be left to elementary and high school teachers and school boards alone. This responsibility must not be centralized in our SUNY teacher preparation programs. All of the offices and disciplines of higher education have a vested interest in the education supply line and in the intellectual and economic future of our State and nation. Active we must be; activate we shall!

Another first for the Admiral John Ryan administration was the Chancellor's Task Force on Energy, chaired by Presidents Murphy of ESC and Cross of Morrisville. Our University Faculty Senate Operations Committee had developed a white paper on energy conservation and sustainability, so we had a leg-up on the Task Force. Maureen Dolan and I represented the University Faculty Senate on that Task Force, and we were able to amplify the scope and direction of that project to include the transformational opportunities and imperatives facing our State and nation. The public distribution of the Chancellor's Task Force Report on Energy became a foundation for our very, very successful Sustainability Symposium held in Saratoga Springs in November 2007. This Symposium catapulted the University Faculty Senate into the lead role in sustainability, which we occupy to this day. However, we still have much to do in this area.

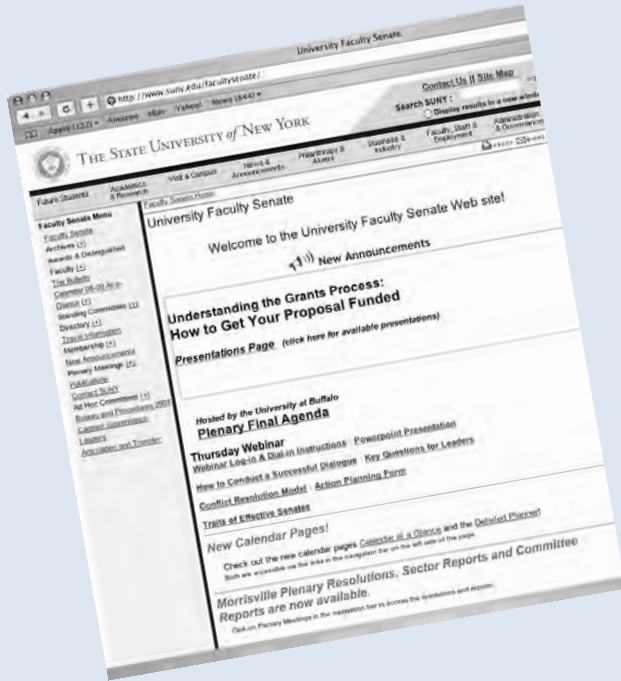
Economic development emanates from new discoveries, the product of our university research. In order to cultivate research across SUNY, the University Faculty Senate joined with the Research Foundation to offer geographically distributed symposia on successful grant writing; the "Research Road Show." The third in the series will be offered at Levin Institute in Manhattan at the end of May. We

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Have You Visited the SUNY Faculty Senate Website Lately?

Get acquainted with the SUNY University Faculty Senate website and gain valuable information.

It contains information, resources and tools to assist you with Faculty Senate business.



- Complete Plenary and Meeting information including Resolutions, Sector Reports, and Committee Reports
 - Publications
 - Bulletins
 - Complete Standing and Ad Hoc committee information and reports
 - Senator and Campus Governance Leader membership
 - A searchable directory
 - Travel forms and instructions
- and much more!**

If you haven't visited the website recently, do so today and see what it can do for you. If you don't see something there that would be of interest to you and your faculty colleagues, contact me at carol.donato@suny.edu or 800-547-1548 / 518-443-5326.

www.suny.edu/facultysenate

Thanks for Helping to Accomplish Our Goals . . .

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must continue these efforts to assist our faculty and students to refine their skills and successes in scholarship and translatable research.

The theme of the University Faculty Senate for the last two years has been "Empowering New York Through Sustainability and Diversity." Through our committee work, our white papers, and our symposium and by the actions of our members, the University Faculty Senate has embraced sustainability broadly. But this broad embrace must be transformed into positive action. So, what about diversity?

By any reasonable metric, our University does not adequately represent the community of citizens of our State. Again, to John Ryan's credit, the Office of Diversity and Educational Equity was established in the Provost's Office and Pedro Caban was appointed to lead these initiatives. University Faculty Senate established an *ad hoc* Committee to support the SUNY diversity project. We are deeply indebted to the many experts, dedicated members of our Diversity Committee who worked with Chair Phillip Ortiz (Empire State College) to advance the diversity conversation. We still have a long way to go before we rest.

At its Spring Plenary Meeting in Buffalo on May 1st, the University Faculty Senate upgraded its *ad hoc* Committee on Professional Behavior, Ethical Conduct and Institutional Integrity to a Standing Committee. The *ad hoc* committee had worked for over a year to refine its vision and set about to prioritize its work. The survey of campuses that it conducted resulted in over 1000 responses and signaled a need for action on a variety of issues related to the students, faculty/staff and administrators. A Standing Committee will more fully state the priority of ethics and institutional integrity among the concepts that serve to direct the work and philosophy of our public university.

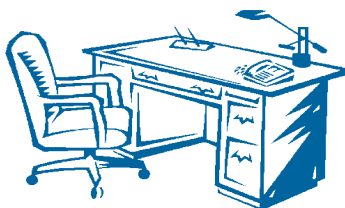
In closing this report, let me thank the Chairs of the Standing Committees of the Senate and their committed members:

- Sandra Michael
Awards Committee
- Sharon Cramer
Governance Committee
- Mark Noll
Graduate Committee
- Ron Sarner
Operations Committee
- Ray Krisciunas
Student Life Committee
- Kane Gillespie
Undergraduate Committee

All faculty and staff reading this article should consider this an invitation to consider membership on these committees. By so doing you will have a hand in developing the policies and procedures that guide the activities of the State University of New York.

This last four years has become the age of amplified communication by the University Faculty Senate, and the age of sincere partnerships with offices and agencies that are relevant to our mandate but are often remote from our day-to-day work as faculty. But it is these new partnerships which broaden our perspectives, and our ability to advance change and to enhance the quality of our great public university. We can either initiate change or be forced to respond to change as initiated by others. I always seek the former.

I offer my very best wishes to Professor Kenneth O'Brien as our new President-elect. He is an honorable gentleman with a fine mind and an affable personality. I am sure that you will support him as you have supported me over these last four years. The opportunity to serve you as President of the University Faculty Senate has been the best gift given to me in my long career in higher education. But governance is a "team sport", and it was only with your support that we were able to accomplish our goals over the last four years.



Norman Goodman
Stony Brook

In the Fall 2008 issue of this *Bulletin*, I commented on the negative effects of SUNY's status as a "state agency." Nowhere is this more evident than in the way in which SUNY has been treated in the current economic environment. Yes, I know that the state (the nation and the international community) faces a severe budget crisis. Yes, I know that SUNY will have to share some of the pain to deal with New York State's economic problems. But, how much pain can SUNY be subjected to and still be of value to New York State? And why is **public** higher education bearing more of the burden than **private** higher education? Practically all reputable economists agree that you must "invest" and not "cut" your way out of a recession. And the best investment is in human capital, educating and training its citizens for the future. Despite that, New York State government apparently fails to recognize that public higher education is not only its fiduciary responsibility, but also an "economic engine" for progress that can help lead it out of the current recession.

Public higher education provides the education and training that is necessary for both an educated citizenry and a well-trained work force. It provides the knowledge base and the research and scholarship that are essential to innovation and job creation, the very same elements that are needed to pull the state out of its current economic decline and position it for a better future. Yet, despite that, public higher education is being subjected to budgetary reductions that, besides being unfair, will make it exceedingly difficult to facilitate New York State's economic recovery. In particular, SUNY received the largest budget reductions of all elements of higher education in New York State. Although the Governor's Office and the Division of the Budget assert that SUNY actually received an increase in state appropriations, this is due solely to their inclusion of the mandatory faculty and professional

An Assault on Public Higher Education

staff salary increases, which was a result of collective bargaining and a separate legislative appropriation that was not intended for enhancing the academic quality of SUNY, such as funding an increase in desperately-needed full-time faculty, academic programs, and equipment needed for teaching and research. In actuality, SUNY will have sustained about a **22%** cut (excluding funding due to collective bargaining) in its State appropriations for the 2008-2010 fiscal years. CUNY was also subjected to considerable cuts in their state appropriations, but since it is not a "state agency" it was not subject to the initial 3.35% cut required of all such agencies. In addition, it was saved from the same level of budget reductions suffered by SUNY because it continued to receive the same level of funding from New York City for the 2009 and 2010 fiscal years.

The assault on public higher education is evident in the data that demonstrate that New York State is requiring public higher education to take a greater share of the pain of dealing with its budget woes than private higher education. The "private" colleges and universities in New York State sustained only about a **6%** cut in their Bundy Aid, a budgetary provision that provides "**unrestricted financial support...**[on the basis of] the number of earned degrees the previous year" to 105 private institutions in New York State. Moreover, the allocation does not depend on the length of time students spend at the private institution; the institution will receive the appropriation **whether a student spends four years or one year at that institution**. Paradoxically, the very definition of "private" is generally understood to mean that such institutions are subjected to few state regulations and requirements, and are expected to raise their own funds rather than to receive financial support from the State. Clearly, that is not the case for institutions of higher education in New York State. And, worse, in the current budgetary crisis, these private institutions are being treated proportionately better than the public institutions, which are a mandated state responsibility.

It is especially reprehensible that New York State is taking the

lion's share (90% for the Spring 2009 semester and 80% for the next academic year) of the required tuition increase to fill its budget gap rather than using it for its intended purpose of providing for the education of the students. The confiscation of these funds amounts to an unconscionable tax on one specific population group. At a student rally earlier in this year on the Stony Brook campus against the confiscation of the tuition increase, State Senator John Flanagan hit just the right note when he indicated that New York State is using the students at public institutions of higher education as its ATM machine. No such confiscation occurred for the tuition increases at private colleges and universities in New York State. The State has argued that it didn't actually confiscate any of the tuition increase because it allowed SUNY to keep these funds. However, it then reduced its state appropriations by the same amount—the functional equivalent of confiscating 90% of the tuition increase for the Spring 2009 semester and 80% for the 2009-2010 academic year.

Another example of the assault by New York State on public higher education is its reduction in state appropriations of **\$40 million**, which it indicated that SUNY can make up by using its "Income Reimbursable Funds" (IFR) and placing a tithe of **\$7.8 million** on funds in the Research Foundation. The funds in both of these accounts do not come from state appropriations; they are acquired from other sources and are designated for specific purposes. One example of the IFR funds that will have to be cut involves the student technology fee that allows campus to provide the most up-to-date computing facilities for the students' education. The Research Foundation funds are provided by private research foundations and public research agencies to reimburse campuses for the use of their facilities in the execution of funded research grants that these agencies provide. In neither case, have the same demands been made of private institutions of higher education.

Further revealing its lack of support for higher education, New York State allocated only **\$49 million** of the **\$2.8 billion** to public higher education (\$35.3

million for SUNY and \$12.7 million for CUNY) that was provided by federal stimulus funds (the American Restoration and Recovery Act). This federal legislation requires that these education funds be used to make up for State cuts to education. SUNY actually sustained a reduction of **\$350 million** in state appropriations, **10 times** the amount actually allocated to it, which is what the federal stimulus funds were supposed to replace. However, as I indicated above, in calculating the reduced appropriations to SUNY, the Division of the Budget added in the mandated faculty and professional staff salary increases to SUNY that resulted from collective bargaining. This procedure had the consequence of making the actual budget reductions to SUNY appear much less than they really were. Consequently, this led to the State allocating less federal stimulus funds to SUNY than it should have received for needed educational enhancements.

Finally, New York State did not take the necessary action to provide SUNY with the flexibility recommended in the thoughtful and far-sighted June 2008 report by the New York State Commission on Higher Education. Not only would the recommended flexibility require no additional funding, it would actually have save money through increased efficiencies and would, consequently, have enhanced SUNY's ability to carry out its responsibilities even more effectively.

In sum, the budget allocations to higher education in New York State reveal its greater commitment to private higher education than to public higher education, which is, to state the obvious, a state responsibility. It also suggests a lack of understanding on the part of the governmental decision makers of both the short-term and long-term consequences of their inadequate support of public higher education. In the short term, such actions will limit the number of New Yorkers who will have the education and training to be an effective and educated citizenry as well as a well-trained workforce. In the long term, it will reduce the knowledge base required to return New York State to its prominence as an economic, cultural, and intellectual center of the country and the world.

Student Assembly Files Ethics Complaint Against NYS Budget Director

The executive committee of the Student Assembly of the State University of New York will move forward in filing an official complaint with the New York State Commission on Public Integrity against New York State budget director Laura Anglin. The decision comes as Anglin recently accepted a new role with the Commission on Independent Colleges and Universities as their seventh president.

The major point of the filing is to bring to light that Anglin was involved with making critical budgetary decisions affecting both public and private universities while interviewing for the job. Additionally, the role of president of the Commission on Independent Colleges and Universities is primarily to serve as their chief lobbyist. New York State Public Officers Law outlines restrictions on former state employees and their ability to lobby state entities.

Melody Mercedes, trustee and president of the Student Assembly, made it clear what the purpose behind this action was. "Students have a loud voice in New York State politics, but it is one that is all too often pushed to the side. In this instance, we feel our rights have been violated by the actions outlined in the complaint. It is for this reason we are making a point to reveal this unethical behavior that has potentially cost so many students the access and affordability they need in public higher education to have the opportunity for success."

The actual complaint filed with the Commission on Public Integrity is at right.

To: Herbert Teitelbaum
Executive Director, New York State Commission on Public Integrity

From: Student Assembly of The State University of New York

Date: May 4, 2009

Re: The Appointment of New York State Budget Director Laura Anglin as President of the Commission on Independent Colleges and Universities

Mr. Teitelbaum:

It has become public knowledge in recent days that Laura Anglin, the New York State Budget Director, has accepted a new job. Starting in July, Ms. Anglin will serve as the seventh president of the Commission on Independent Colleges and Universities, the major lobbying arm of private higher education in New York State.

We see this as an immediate violation of the rights of every student that attends a SUNY or CUNY institution. The following enumerates our concerns:

- Ms. Anglin was Director of the Budget during the most critical budget cycle in the history of public higher education, if not the state as a whole.
- During that process CUNY and SUNY were given drastic cuts to their state support, with claims that it was necessary to close the deficit.
- At the same time, Bundy Aid, which is the state support received by private institutions in New York State, was cut only by five percent.
- During the time these decisions were made, Ms. Anglin was in the process of interviewing for the job she has recently accepted with the Commission on Independent Colleges and Universities.
- The following is an excerpt from Public Officers Law §73:
 8. (a) (i) No person who has served as a state officer or employee shall within a period of two years after the termination of such service or employment appear or practice before such state agency or receive compensation for any services rendered by such former officer or employee on behalf of any person, firm, corporation or association in relation to any case, proceeding or application or other matter before such agency.
 - (ii) No person who has served as a state officer or employee shall after the termination of such service or employment appear, practice, communicate or otherwise render services before any state agency or receive compensation for any such services rendered by such former officer or employee on behalf of any person, firm, corporation or other entity in relation to any case, proceeding, application or transaction with respect to which such person was directly concerned and in which he or she personally participated during the period of his or her service or employment, or which was under his or her active consideration.
- The role of the president of the Commission on Independent Colleges and Universities is to be the chief lobbyist for private higher education institutions to the Governor, Legislature and relevant state agencies.
- It is clear that by accepting the duties associated with serving as president of the Commission on Independent Colleges and Universities, Ms. Anglin violates the Public Officers Law.

With these items in mind, we file an official complaint with the New York State Commission on Public Integrity on behalf of the students of the State University of New York.

We thank you for your time and attention to this matter.

Sincerely,

Melody Mercedes
President

Samantha Bernstein
Vice President

Garret Komarisky
Secretary

Joseph Antonelli
Treasurer

The SUNY 60th Anniversary Scholarly Conference

John B. Clark
Former Interim Chancellor

Bruce Leslie
Brockport

Ken O'Brien
Brockport

Forty years ago, Gov. Nelson Rockefeller famously predicted that “if you want to preview the American university of the 21st century, look at what is happening in higher education at SUNY today.” Well, it is the 21st century and SUNY just turned 60. So we decided it was time to look back over the road SUNY has travelled in order to look forward, using the past to build a bridge to the future.

Could there be a more appropriate way to wish the nation’s largest comprehensive system of higher education “Happy Birthday” than a gathering combining scholarly inquiry and celebration? Toward that end, on Friday, April 3 nearly 300 of us from SUNY and farther afield gathered at the University at Albany to celebrate SUNY’s sixtieth anniversary at a scholarly conference titled “SUNY and the Promise of Public Higher Education in America.”

SUNY had a challenging birth. Thus the conference opened with a plenary session examining its hotly contested founding in the years after World War II. Speakers delved into the national and state political context that shaped Governor Dewey’s Temporary Commission, his rival’s Truman Commission, the eventual legislation, and the legislative battle royal that followed. Then three concurrent sessions explored the remarkably varied institutions that were gathered under the SUNY umbrella as well as others that joined later. In other words, we explored the pieces that make SUNY a truly “comprehensive” system.

The conference combined intellectual and culinary feasts. Friday concluded with a banquet featuring a keynote by Chancellor



Chancellor Wharton

Clifton R. Wharton, Jr. (1978-87), who was introduced by Carl T. Hayden, Chairman of the SUNY Board of

Trustees. At the Saturday luncheon Ambassador Donald Blinken, former Chairman of the SUNY Board of Trustees (1978-90) made brief remarks and later signed copies of his and his wife’s memoirs entitled *Vera and the Ambassador: Escape and Return*, newly published by the SUNY Press. Following the Ambassador’s comments,



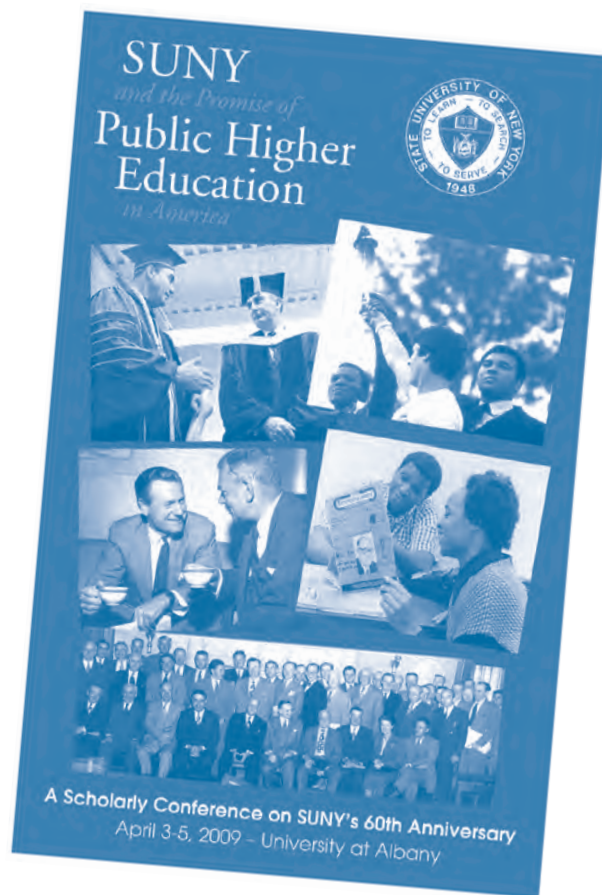
Chancellor Johnstone

Chancellor D. Bruce Johnstone (1988-94) addressed the conference. After acknowledging that it was an emotional return to

Albany, the Chancellor reviewed what he saw as the successes and frustrations of his tenure heading the system. Both former Chancellors were very warmly welcomed, especially by the older participants who fondly remembered the benefits of a continuous and sustained leadership during this period.

Among those enjoying these trips to the past were representatives from nearly all 64 SUNY campuses as well as other institutions of higher education and governmental agencies. Most notably, Chancellor-elect Dr. Nancy Zimpher and her husband, Dr. Kenneth Howey, attended the entire conference. Officer-in-Charge John O’Connor, Vice Chancellors, and a large number of campus presidents attended as well as faculty, staff and students.

The conference also featured presentations by five distinguished speakers and noted historians of higher education; Nancy Diamond, University of Vermont;



John Douglass, University of California at Berkeley; Roger Geiger, Pennsylvania State University; Philo Hutchinson, Georgia State University; and Wayne Urban, Alabama University. While the majority of papers were presented by SUNY scholars, professors from institutions of higher education from across the country delivered papers, including Harold Wechsler of New York University; Erin Sperling of the University of Minnesota, Christine Broecker of Seminole Community College in Florida; and Mia Alexander-Snow of the University of Central Florida as well as independent scholars and representatives from the New York State Archives, American Council of Trustees and Alumni, and the United States Bureau of Labor Statistics.

Saturday’s sessions ranged across a rich array of topics reflecting SUNY’s varied missions. Two sessions examined the

explosive growth of community colleges, which were only on the drawing board in 1948 but now enrolling nearly half of SUNY’s students. Health and medicine were central to SUNY’s founding mission and doctoral studies carried SUNY into new areas; these were explored in sessions on medical education, a review of SUNY’s research and development efforts and a case study of a research university, the University at Buffalo. Those intrigued by the intersection of politics, economics, and higher education found food for thought in sessions that examined significant reports on higher education in New York State and the nation, and sessions on the political currents SUNY has negotiated and its impact on the state’s economy.

SUNY has always wrestled with the dilemma of broadening access while maintaining tradi-

Continued on page 10

The SUNY 60th Anniversary Scholarly Conference . . .

Continued from page 9

tional academic standards and developing standards in newly emerging areas. These critically important questions of “access,” “diversity,” and “quality” were discussed in sessions that particularly addressed the rapidly changing demography of SUNY students. Other sessions examined the changes in student life across the decades and the trials, tribulations and benefits of SUNY’s unique system-wide General Education curriculum.

Of course globalization and SUNY’s role in the world was another prominent topic in these sessions. And it was specifically addressed in a session that not only reviewed our international programs and the Levin Institute, but assessed SUNY from a British perspective as well.

Finally, the challenges of preserving and disseminating SUNY’s historical memory were directly examined in sessions and displays. The successes and failures to create archives for campuses and the whole system were discussed. The campus side is increasingly a success story; after a late start, most campuses are developing archives and there has been a particular flurry of oral and published histories for community colleges. For SUNY, the lack of accessibility to its records remains a barrier to historians. There were special displays highlighting the growing archival collections at the University at Albany, Environmental Science and Forestry’s centennial and Downstate Medical Center’s 150th anniversary this year.

The conference concluded on Sunday morning with a closing plenary that asked the five out-of-state Distinguished Scholars and the SUNY Press Editor-in-Chief to synthesize what they had heard over the weekend and to help us frame a “useful past.” An intriguing message emerged; we were urged to drop our “Berkeleyitis” and concentrate on what we do well. Several

speakers were surprised by our oft-stated comments implying an inferiority complex in a conference that displayed so many strengths. The speakers also urged SUNY to pay more attention to its heritage by finding ways to disseminate its story through new and old technologies and making its archives available to scholars. Appropriately, Chancellor-elect Zimpher offered the final comments, speaking as the one who must bridge the past and the future.

We are very happy to report that the University Faculty Senate was very well-represented at the conference and Senate members played key roles both in planning and implementing the conference. President Carl Wiezalis and Senator Ken O’Brien served on the conference committee and played key roles in organizing and planning the proceedings. In addition, Carl served as commentator on the “Healing New Yorkers: Medical Education” panel and Senator Jack Termine was a co-author on an outstanding paper titled “Medical Education and Health Care in Brooklyn” delivered by his colleague

Kathleen Powderly on the same panel. Also, Jack teamed up with Kathleen again with their paper “The State of Archives on SUNY Campuses: The Good, the Bad, and the Unaccounted” that was presented at the “Keeping SUNY’s History Out of the Memory Hole: Archives” session. Ken O’Brien was the commentator on the “Accessibility and Quality Education in SUNY” session and the moderator on the “Curriculum: E Pluribus Unum” panel which also featured Senators Joe Hildreth and Rose Rudnitski. Senator Joe Petrick delivered an excellent paper titled “From Schools of Agriculture to Colleges of Technology: A Century of Administrative Evolution” and Senator Dan Marrone presented a very informative and interesting paper titled “Farmingdale’s Evolution from Agricultural College to SUNY Technology” at the SUNY’s Colleges of Technology panel.

Senator Jim McElwaine did a superb presentation entitled “Purchase Conservatory of Music” at the “Sampling SUNY’s Varied Missions” session.

And please note that a Senate President from the 1960s was honored on Saturday night as “the Father of SUNY history.” In the late 1980s, Prof. Martin Fausold of Geneseo assembled historians and archivists from across SUNY to begin preserving and chronicling our history. His SUNY History Project encouraged campus archives and staged a 1991 conference at Brockport. Prof. Fausold personally conducted about 35 oral histories of the shakers and movers of SUNY’s early decades, an invaluable collection housed in the Special Collections at the University at Albany. Sadly Prof. Fausold passed away this autumn, just months before his dream of a major conference on SUNY history became reality.

The conference committee was chaired by former Interim Chancellor, Dr. John Clark (Stony Brook) with program committee co-chairs, Profs. Bruce Leslie (Brockport) and Doug Skopp (Plattsburgh), budget committee chair, Curtis Lloyd (System Administration), logistics (Maggie Clairmont and Bill Hedberg of System Administration and the University at Albany, respectively) marketing committee chair, Megan Galbraith (System Administration) and the archival committee chair Geoff Williams (University at Albany).

By all accounts, participants were impressed by the conference organization and the speakers, but especially by the strength of the program per se which dealt with the past, present, and future of SUNY and higher education. The range and depth of issues presented in two plenary sessions, 18 concurrent panels with fifty-five papers, and the keynote addresses gave participants a new appreciation of SUNY, in particular, and higher education, in general.

One final note: you might object that our birthday celebration was a bit late. After all, the SUNY seal displays a 1948 founding date. Therein lies a tale, one that foreshadowed some of SUNY’s later struggles. On April 4, 1948, Governor Thomas E. Dewey signed legislation making New York the last state to establish a system of public higher education. However, opponents fought for a year to put the genie back in the bottle before giving up. Finally, on April 5, 1949 President Alvin Eurich could summon the leaders of New York’s 32 state-operated campuses to Albany and launch the State University of New York.

At that time, few would have predicted that the embattled infant university would grow into the nation’s largest comprehensive system of public higher education. And the true extent of its comprehensiveness and accomplishments were on full display this weekend. The spirit in the room resonated with the feeling that SUNY is truly a university and a leading system of higher education in the nation.

Although the conference participants scattered across New York State and the country on Sunday, the conference marked a beginning rather than an end. SUNY Press will produce a book based on the conference presentations and has promised to use its good offices to develop online facilities devoted to SUNY’s history.

Details on the conference are available online on SUNY’s home page at <http://www.suny.edu/> and at <http://www.suny.edu/provost/2009ScholarlyConference.cfm>.

We hope the understanding of our past forged by this conference will enhance our ability to face the challenges of the future.



SUNY'S SEXAGESIMAL— AN ODE

ὁδὸς ἄνω κάτω μία καὶ ἄνωγῆ – Herakleitos
 (“The road up and the road down are one and the same.”)

Dick Collier
 Albany

I. THE ROAD BACK

How should we sing of SUNY's three score years?
 Younger than some of us or, well, our peers.
 But it's a goodly age, at any rate –
 Israel's age (that is, the modern state).
 In human terms, a time to give advice –
 Keep track of pills – a senior discount price.

More common to observe a century,
 As SUNY shall in time, perhaps not we.
 But what's a hundred? Some campuses in fact
 Are older still, as is the Morrill Act.
 UB still older, Albany even more,
 And SUNY Potsdam's age is thrice three score.

Yet, Harvard's older, William and Mary, Yale,
 They too mere babes on an Oxbridgian scale.
 So British to Continental schools are young,
 Where Goliardic anthems still are sung
 To *gaudeant* because they're *juvenes*
 (And so they are 'gainst Arab campus days.)

Then back through Byzantine, through pagan Rome,
 Back to where some would reckon learning's home,
 To Athens, site of *the Academy*,
 And so on back, back to *prehistory*
 Where not their words but artifacts survive
 To prove shared learning helped keep us alive.

“To Learn, to Search, to Serve” – these are not new,
 That's basically what mammals mostly do,
 Some simpler forms less socially inclined
 Yet pass on tactics to their fellow kind,
 And simplest life in searching spend their days
 For food or love, according to their ways.

Jump forward to two centuries ago,
 The birth of Darwin, Lincoln, and of Poe.
 The first inspiring us to evolve some more,
 Since the alternative is “nevermore.”
 And as for Abe, that Presidential hero
 Might kindly smile at our “three score and zero.”

The Hudson River (also that same year)
 Saw Fulton's boat, a little south of here,
 Steam into history to set the stage
 For traveling into the industrial age.
 No SUNY castle yet, and for the state
 The term “Tech Valley” would just have to wait.

But Fulton too, two centuries again,
 Surpassed by Henry Hudson and Champlain
 Who found each of the Hudson River's ends,
 Though once again the western mindset tends
 Not to recall that Indians were well aware
 Of the long, pretty river flowing there.

It's all one chain, with nothing all that new,
 Earth chugs along, and great ideas are few,
 But as the Goliards so truly sung
 For each new student schools are ever young
 Since we by learning do not just survive,
 But each evolve and have a chance to thrive.

II. THE ROAD TRAVELLED

And if some hoary, ivied campus sneers
 At SUNY's age, a paltry sixty years,
 Yet think what years those were on the world's stage,
 The GI Bill, Cold War, Atomic Age,
 Korea, Civil Rights, and Women's too,
 More students, faculty, campuses – most new.

New challenges, some solidarity,
 It took awhile till to create UUP.
 The Senate and Faculty Council struggled too,
 With battles on each campus, not a few,
 As governance learned amid its growing pains
 To fight to win – then fight to keep – its gains.

Transistors, calculators, peace at last,
 Media, drugs, and mores changing fast,
 Assassinations, tragedies throughout,
 Viet Nam, protests, America pulls out,
 More drugs and sex and scandals, Watergate,
 New waves of immigration to the state.

Atomic yields to Information Age,
 Computers and other gear are all the rage,
 Orthography and libraries are met
 With spell checked scholarship from internet.
 The haven of the campus further fades:
 New pressures, tensions, shootings, hate and AIDS.

Dwindling state support, yet prices rise,
 Journal and energy costs go through the skies,
 Tuition hikes erratic, fees increase,
 Second jobs – then Gulf War, end to peace
 As students, both reserves and volunteers,
 Disrupt, we hope but briefly, their careers.

Quick peace, we say, and terror we ignore,
 As dot coms boom and yet more gear galore.
 Brand new disciplines like biotech,
 New words, like informatics, nanotech....
 Then 9/11, right out of the blue
 Affecting what had been our world view.

Fears vs. freedoms, some shaken to the core,
 And students leave to go again to war,
 The deaths pile up, so does each other cost
 And more than faith and innocence are lost,
 With anger, strife, suspicion, bitterness,
 Unknown depths of economic stress.

And so we're here – but what should we now do?
 Pretend the past was golden? Fear the new?
 Await a miracle? Abandon hope?
 More likely, as in past, we'll mostly cope.
 Despite denials, we must all confess
 That we, if any, can do more with less,

Not just the amount of change but it's the rate
 Throughout these sixty years, and yet the state
 Received heroic service from us all
 As we responded to each trend and call.
 If New York would return to former glory,
 Our leaders should consider our brief story.

III. THE ROAD FORWARD

Don't think the only message in this song
 Is “that which does not kill us makes us strong.”
 It is the future's key that we all hold,
 Both faculty and students, young and old.
 Our passing on the knowledge that we find
 The best investment for all humankind.

So too the next generation, and on and on,
 When even the youngest of us are all gone,
 New facts and theories all of ours replace,
 And humans morph into a finer race,
 And memories of us are warped and faint,
 Our notions and our ways considered “quaint.”

Yet SUNY's spirit lives if not the name,
 New challenges, but goals remain the same:
 “To Learn, to Search, to Serve” as long as earth
 Is home to those perceiving the great worth
 To pass goals on to those for whom they're new
 For benefit of all, not just the few.

And even when new glaciers in this place
 Carve out new Hudsons and there's not a trace
 Of SUNY Plaza and earth's time has passed
 And all our campuses have seen their last,
 Our spirit will have only just begun
 On homelands not revolving round this sun.

Thus we may hope in countless “three score years”
 By future charges of our future peers
 Our great tradition still will then be sung.
 Although most likely in some strange new tongue,
 We'd recognize the spirit in that ode
 No matter language, meter, form or mode.

So let's rejoice in SUNY's
 everlasting youth and promise –

SUNY SEMPER JUVENIS –
 ERGO, GAUDEAMUS!

This section of the Bulletin provides a mechanism for communication among faculty, professional staff, and administrators. It includes ideas and comments on issues that are of system-wide relevance or interest. Submissions to this section of the Bulletin will be published based upon space availability and the system-wide relevance or interest of the material. The views and comments expressed in this section are not necessarily those of the editors, the Executive Committee, or of the University Faculty Senate. Submissions and comment regarding articles in this section should be addressed to the editor and not exceed 1,500 words.

SPEAK OUT!

The Windmills of the Mind

Phillip Ortiz
Empire State College

I wear many different hats – I am a teacher, a parent, and an engaged citizen. In all of these roles I have the opportunity and responsibility to educate, and ultimately to empower my fellow citizens to make informed and insightful choices. At the present time we're facing three crises – energy, climate, and budget. How we react to this 'perfect storm' today will have profound and perhaps uncorrectable effects on our future.

We are exiting the era of cheap oil, and entering an era in which renewable resources will be the only reliable path to a future in which we no longer poison our atmosphere. Much has been written about how wind can be used to spin the turbines that will gracefully decorate our landscape. Seemingly effortless in their movement they generate massive amounts of electricity that will power our homes and businesses, and soon our transportation. As a scientist I am very familiar with the laws of physics and electricity that explain how these machines accomplish their feat. As an educator I am also taken by their metaphorical presence – plentiful winds are utilized by the blades, gears, and generators to generate useful

electricity, just like on the SUNY campuses knowledge and information are used by our students' minds to generate new ideas and insights. In this way we can envision our students as the engines of innovation, and it is these solutions that will power our future.

It has not escaped my notice that in this metaphor the knowledge that powers students' minds should be entirely unlimited – the more knowledge we learn, the more knowledge we can share, and the more new ideas will be generated. At every step the force of knowledge is multiplied, and since the end product is the raw material for the first step, the process should be forever unlimited as long as we provide the basic ingredients – students to learn, faculty to teach, and the opportunities for these two groups to work together.

During tight fiscal times it is easy to suggest that all budgets, including those of our colleges and universities, be cut to make the ends meet. However, this misses the fact that limiting the present will have significant, and likely irrecoverable, effects in the future. History is filled with examples of shortsighted decisions – whether it be farmers that ate their seedcorn over a desperate winter, or businesses that engaged in reckless cutting of their sales force and advertising budgets, futures were doomed by foolhardy decisions to address a short-term problem at the expense of long-term goals. Similarly, if we hamstring our schools, we will be damned to a future in which our best minds never develop, and the ideas that they could have produced will not power our future.

In its people and university system New York has tremendous resources. Continuing to invest in our people by providing a first-rate education will yield the dividends that will lead us out of our current fiscal crisis, and help ensure that it is never repeated. Let us build for a sustainable future in which today's students become tomorrow's leaders and innovators.

SPEAK OUT!

It's Not MY Job, Man

Aaron (Bill) Godfrey
Stony Brook

The current economic downturn and budget crisis have created difficult times for SUNY. Many rail at the short-sightedness of the Governor and legislature. Yet, few of us have done anything to change the situation except to complain to each other. Some of us feel that contacting legislators is below our dignity and that legislators should instinctively know how important the University is to the prestige and economy of the state.

Fundraising is another area eschewed by many faculty members. It is not in their job descriptions (if there are any) and they feel they should not be asked to help in since it interferes with their other activities, some of which are unrelated to their teaching or scholarship.

Many SUNY students have been successful and grateful for the education they received. While they were in college or graduate school, they developed relationships with some of their professors which shaped their lives. They may even have remained in touch with them after graduation and continued to share the high points of their lives – first jobs, marriage and children, before they became too busy with their own lives and contact dwindled down to occasional Christmas and holiday cards. For many of us, those contacts give us greater satisfaction and more pleasure than the admiration of our colleagues does.

SUNY is a relatively new system, and at its beginning was well or adequately funded by the State. Tuition was cheap and there seemed no need for outside funding or developing in the alumni a tradition of giving back to the University. The concept

of alma mater seemed so old fashioned. Even now, it is rare for individual faculty to reach out to alumni to help make up for the State's shortfall. Some of our colleagues feel it is not their job to contact former students and ask them to contribute in gratitude for the education they have received. As a result, the annual funds of most of the SUNY units are meager and nowhere near that of even second- and third-tier private colleges or the older land-grant universities. In fact, many units of SUNY do not have up-to-date records of their alumni, and the employees in Advancement rarely ask the faculty to help bring their records up to date.

Resentment exists among some faculty members when they are asked to contribute to the faculty and staff annual giving. They grumble that they are not paid enough and ask why they should give anything to their employer when the state is so cheap. Now especially there is less money for conferences and other perks that existed in more prosperous times. The rate of annual faculty/staff giving at most SUNY units is less than 25%.

In many private colleges and universities, the faculty is expected to give back a percentage of their salary for scholarships and other needs and it is done without question. Unfortunately, there is no such tradition at SUNY and it has hurt us, not only in the fiscal sense, but in developing esprit de corps and pride in being part of a vital organism.

The faculty is really the soul of higher education institutions. The administration has far less impact on individual students than faculty do. Unfortunately, there are too many of us who just teach classes and go through the motions of holding office hours. It is not enough.

SPEAK OUT!

**We (Especially at SUNY)
Owe Much to General
Herkimer and New York's
Citizen Soldiers**
Daniel Marrone
Farmingdale



Two years after the 1775 Battles of Lexington and Concord, the British devised a grand strategy for ending the American rebellion. The British hoped to split in half the newly formed United States of America. This was to be accomplished by conquering New York State with a two-part invasion from Canada. One part of the British invasion included an attack on Fort Stanwix, in present-day Rome, coupled with the “clearing” of rebel resistance along the Mohawk River Valley. Fort Stanwix was at the very western edge of the new nation and reportedly undermanned. Thus, the invasion forces led by British Colonel Barry St. Leger assumed an easy conquest. After seizing the fort, the British hoped to then sweep east along the Mohawk River Valley all the way to Albany where they were to join the other part of the British invasion army, led by General John Burgoyne. However, St. Leger and his forces never reached Burgoyne. Why?

The first setback for St. Leger was the unexpected resistance and tenaciousness of the men, women, and children defenders of Fort Stanwix. The defenders, comprised of civilians seeking shelter and soldiers from the region as well as reinforcements from Massachusetts, were led

by and under the protection of Colonel Peter Gansevoort and Lieutenant Colonel Marinus Willett, commanders of Fort Stanwix.

The second obstacle in the way of St. Leger's invasion forces was Brigadier General Nicholas Herkimer and New York's Tryon County Militia. (Colonial-era militias have evolved into today's National Guard.) The Tryon County Militia included “citizen soldiers” from different ethnic backgrounds. However, the majority were German-speaking farmers whose Palatine parents and grandparents came from Europe's Rhineland Region. After many years of religious persecution in Europe, refugee tent-living in England, and indentured servitude in colonial New York in the early 1700's, the Germans finally had their own farmland in the Mohawk River Valley by the mid-1700's. However, peace for them would not last for long because their settlements also comprised the northwest frontier of the new American nation. Being highly vulnerable to frequent raids by unfriendly Iroquois Indians and Tory Loyalists, these German settlers would also have to assume an additional duty: defenders of their new homeland in America. As that era's “first responders,” it was thus the duty of General Herkimer and the militia to rescue the defenders of Fort Stanwix. Six miles before reaching the fort, while crossing Oriskany Creek on August 6, the militia was ambushed by British Regulars, Tory Loyalists, Canadians, and Seneca and Mohawk Indians. Also included were German mercenaries hired by King George III collectively known as “Hessians.” (Ironically, the



Battle of Oriskany would pit Germans fighting for Britain against Germans fighting for America.) In the ambushade, General Herkimer was among the first to be shot. But he steadfastly refused to be taken from battle. Instead, he continued to lead and inspired the militia to “stay and fight” throughout this five-hour, hand-to-hand struggle. The 49-year old militia leader set an unparalleled example of bravery under fire. Frederick Coffay Yohn's 1901 painting of the Battle of Oriskany depicts the grievously wounded general on his saddle propped up against a beech tree continuing to lead his men. “I will face the enemy!” is the sentiment and title of Yohn's painting on display at the Utica Public Library.

The ambush referred to as the “Battle of Oriskany” was devastating for the Americans. Of the 760 Tryon County militia and 40 Oneida Indians fighting on the Patriot side of the battle, 465 were severely wounded or killed. With 60 percent casualties, this battle was one of the bloodiest engagements of the American Revolutionary War. The casualty rate would not be surpassed until the American Civil War. General Herkimer died 10 days after the battle due to loss of blood stemming from a botched leg amputation. While sustaining much loss of life, the “General” and his militia at Oriskany bravely and effectively demoralized and weakened St. Leger's Mohawk River Valley invasion force. The siege at Fort Stanwix finally ended on August 23 with St. Leger's forces meekly withdrawing back to Canada.

Without St. Leger's reinforcements, the British invasion forces to the east under Burgoyne were doomed. The British subsequently sustained defeats at Freeman's Farm and Bemis Heights – together called the Battles of Saratoga. Burgoyne's British forces formally surrendered on October 17, 1777. With the major American victory

at Saratoga, French King Louis XVI was sufficiently convinced that the new country would eventually gain her independence from Great Britain. France then, and only then, entered into the Treaty of Alliance with the United States of America.

Raids and reprisals continued in central and western New York until the very end of the war. In the years following the Battle of Oriskany and Fort Stanwix siege, all-out guerrilla warfare ensued in these areas. Tory Loyalists and Iroquois Indians (Seneca, Mohawk, Cayuga, and Onondaga) who sided with the British Crown raided settlements and fought nonstop against the various New York militias and Oneida and Tuscarora Iroquois Indians who sided with the American Patriots. Murderous “lightning” raids on civilian settlements were followed by equally bloody reprisals. Large-scale slaughter of women and children – on both sides – occurred. The worst of these took place just south of the Mohawk River when in 1778 hundreds of noncombatants were kidnapped or killed. This became known as the Cherry Valley Massacre. Finally in fall 1781, with the help of the French army and navy, General George Washington and the Continental forces bottled-up and roundly defeated British General George Cornwallis' army at Yorktown, Virginia. It took two more years for the Treaty of Paris to be signed that formally ended the War for Independence.

Throughout the war (1775-1783), New York's “citizen soldier” militias defended their state as best they could. All New Yorkers should be fully aware of and most thankful to them. We especially owe our gratitude to General Herkimer's Tryon County militia for their sacrifice at Oriskany. Mary Riggs Diefendorf in her 1910 study, *The Historic Mohawk (Dedicated to Our Forefathers)*, aptly makes the

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case for retelling and documenting the events at Oriskany and Fort Stanwix:

It is hard to refrain from describing the tragic details of the Oriskany battle. Some day it will be awarded its proper place in the nation's annals. Our National flag was adopted by the Continental Congress on the fourth of June, 1777, and was first flung to the breeze at Fort Stanwix on August 3, 1777. It was extemporized out of a white shirt, an old blue jacket and some strips of red cloth from the petticoat of a soldier's wife, and was defiantly displayed in the face of the beleaguering army of St. Leger...It was first time any British soldier had seen the flag. (p. 178)

Yes, it was at the Fort Stanwix siege that America's "Grand Union" flag was first flown in battle. The country's original flag contained the British Union Jack. However, the Union Jack portion was soon eliminated when the Continental Congress subsequently amended the flag to the permanent "Stars and Stripes" layout. The bravery of the Palatine German settler citizen soldiers – Americans in the truest sense – was repeated in name and spirit with the aircraft carrier USS Oriskany. Commissioned on September 25, 1950, the carrier took part in numerous battles throughout the Korean and Vietnam Wars. In 2006, this warship, with full military tribute, was intentionally sunk in the Gulf of Mexico. Underwater, the USS Oriskany continues to serve – now as an artificial reef and diving site.

Designated a National Historic Landmark in 1962, the restored Fort Stanwix still proudly stands in Rome, NY. General Herkimer's home is now a New

York State historic site. For most of the year, numerous colonial-style festivals and community activities are offered to the public. Please visit the Herkimer Home State Historic Site, 200 State Route 169, Little Falls, NY 13365 (315-823-0398). Journeying from Long Island, I visit each year as a respectful and thankful "Friend of Herkimer Home."

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Note: Frederick Coffay Yohn (1901) painting, "I will face the enemy; The Battle of Oriskany," reproduced with permission of the Utica Public Library, Utica, New York, USA.

SPEAK OUT!

SUNY and the Promise of General Education in American Public Higher Education

Rose Rudnitski
New Paltz

I am a child of the promise of a SUNY education. The child of Italian immigrants who lived in a dumbbell tenement in Hell's Kitchen in New York City, I received a Regents Scholarship and earned a SUNY BA during the Vietnam Era. My undergraduate service was my first experience with General Education reform. I was the student representative to my SUNY Alma Mater's faculty curriculum committee when we summarily disposed of all general education requirements. I now teach at a most selective SUNY comprehensive college, *Newsweek's* "Hottest State School in America," which once offered a course in Clowning, probably concurrently with our deletion of general education at a sister institution. Times have changed.

We in the curriculum field say that curriculum sits on the three-legged stool of the needs of the students, the needs of society, and the structure and development of the subject matter. The problem with this metaphor is that these foundations are constantly shifting. Generations of students differ considerably, one from the other; society is changing at an increasing rate; and in what Buckminster Fuller called "frontier acceleration," knowledge and information doubles in volume every week, and by next year, is expected to double every 72 hours! This exponential rate of increase has already radically affected our disciplines. Ten years ago, when the SUNY GE was mandated, some of today's college majors did not even exist.

Like curriculum, policy is not developed in a vacuum. As the Partnership for 21st Century Skills states, "Policy emerges from a complex mingling of needs, opportunities, resources, personalities, and political will... [it] is an organizing structure that promotes and sustains... learning environments. Policy is the guidance system that regulates the activities, distributes the resources, and sets the priorities that determine, in large measure, the role of education within society."¹ Although the SUNY GE was developed at the height of an accountability movement fraught with many political and ideological conflicts, the SUNY faculty seized the occasion as an opportunity to reflect on our practice and engage in productive dialogue.

In their case study, Stone and Friedman organized their institution's experience with general education assessment into phases and eras such as Phase I: Era of Non-assessment.² The examples I gave at the beginning of this article were from a similar era in SUNY. I call it the Era of Curricular Diversity. The typical life cycle of an institution's general education program is that it is developed by an interdisciplinary faculty committee over the course of a year, and implemented during an additional year. It then becomes part of the school's culture and formal curriculum. It is reviewed and adjusted every year, with formal evaluation through a self-study process, which includes external peer review, every five years. That was the case in SUNY during that first era, with every campus controlling its own cycle of review.

¹Partnership for 21st Century Skills. *White Paper on 21st Century Skills*, p. 26.

²Stone & Friedman. *Assessment and General Education: Lessons Learned from a Complex Process, Assessment and Evaluation in Higher Education*, 27(2), 2002.

The Board of Trustees' General Education policy in 1998 thrust us into the Era of Curricular Mandates, and the SUNY faculty was prepared for it. During the year prior to the Board of Trustees' policy, UFS President Vince Aceto established the University Faculty Senate Joint Task Force on General Education under the leadership of Anne Donnelly and Norm Goodman, which conducted a survey of campus programs and a review of the literature and a sample of general education programs in selected universities in the United State. It found that we were not unique. Like most other American institutions of higher education, almost all SUNY general education programs consisted of distributive course requirements, though some also included more creative interdisciplinary requirements. The Joint Task Force report was in the hands of the Board of Trustees when it developed its mandate.

The third era in our general education history is the Era of Collaboration. The hallmark of a vital academic environment is disciplined and rational debate, and the faculty response to the SUNY GE mandate, after the initial shock, was disciplined and rational and full of debate. In 1999, Provost Peter Salins, an academic steeped in that tradition, did the academic thing – he formed a committee, the Provost's Advisory Committee on General Education, PACGE, to which I was appointed the following year. This joint faculty – administrative committee followed the centuries-old tradition that our campuses had followed for all of SUNY's history – we reviewed course proposals, discussed and debated their merits, and accepted or rejected them based on tried and true academic quality criteria.

Our current Era of Assessment, began in 2004, with the Strengthened Campus Based Assessment (SCBA) program, which focused on the core basic skills, Oral and Written

Communication, Mathematics, and Critical Thinking. These were mandated by a Board resolution that did not cause as much of a stir as the original programmatic mandate because the accountability movement had already achieved hegemony at all levels of education, P-16 and beyond. Again, the SUNY faculty took the lead and formed disciplined-based panels of faculty experts who debated the criteria for good performance in the above core basic skills. These faculty panels devised complex and even elegant rubrics of performance criteria to evaluate of those skills. These rubrics are essential to the success of SUNY's general education program and its assessment system, which is held up as a model for all of higher education.³

Once the general education courses were approved, the faculty eagerly participated in another committee, the General Education Assessment Review Group, GEAR, on which I currently serve. This joint committee determined assessments and alternatives that campuses could use to assess their students' mastery of the core competencies in SCBA. GEAR systematically collects and reviews the general education assessment plans of the campuses and evaluates them based on a research-based set of criteria. As accrediting agencies have called for more direct and criterion-referenced assessment of student learning, faculty involvement has been key. We now have evidence to show – not that all our students are wonderful – although they are – but that we are an excellent system that is concerned with academic quality and the quality of our teaching. One result of these efforts is that we have the data

³ Francis, P.L., Salins, P.D. Huott, A.E. The SUNY Assessment Initiative: Meeting Standards of Good Practice, *Assessment Update*, 18(1), January/February, 2006.

for accreditation in our specific domains and in our general education program for Middle States. Our assessment of general education has engendered conversations across the system, not about politics or *ad hominem* arguments, but about our practice as teachers and scholars and how we can be better.

Last year, as part of our efforts, I, along with several GEAR colleagues, conducted faculty development workshops across the system on assessment of the SCBA areas of general education. It was a lot of work, but it was also a joy to meet colleagues across the state. Shipman, Aloï and Jones found that even though it is imperative that teaching faculty conduct the assessment of student learning, faculty feel that assessment activities are an “add-on” to their regular duties.⁴ Despite such findings nationally, almost 90 percent of SUNY faculty who participated in our workshops said that they found the sessions useful and they liked interacting and networking with others. This is a key factor in sustaining the SUNY assessment initiative. So far, structures and cultures have been maintained on individual campuses and the interactions across campuses have had a positive effect on curriculum and teaching across the system.

The SUNY faculty is one of the finest in the world. We adapted to the general education mandate in a positive manner and made it our own. In our fast changing global society, with its frontier acceleration and our diverse, ever-changing student body, we will have to revisit our general education curriculum, just as faculty have done for hundreds of years; but as we

face our increasingly interdependent future, one thing I am sure of is that the SUNY faculty is ready to meet the challenge.

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Spring Plenary in Pictures!



President Simpson welcomes the University Faculty Senate to the University at Buffalo Plenary.



Ken O'Brien, left, and Carl Wiezalis.



Joe Hildreth, right, accepts the Faculty Senate Fellow Award from Carl Wiezalis.



Sharon Cramer receives the President's Leadership Award from Carl Wiezalis.



John O'Connor updates the Senate on System Administration issues.



Ed Alfonsin, left, receives the Senate Emeritus Award from Carl Wiezalis.



Norm Goodman



Ed Alfonsin and his trolley, a gift from the Senate.

University at Buffalo May 2009