
Provost provided an update concerning the Performance Improvement Funds

- Goal is to position SUNY so changes, further education excellence, meet critical work force needs and build supporting infrastructure.
- Reviewed the themes of the Performance Improvement Funds: Doing more with less, leveraging best practices and work with limited resources, collaborating and providing professional development so time and infrastructure can be shared, and enhancing competitiveness nationally.
- Building communities of practices across SUNY: shared goals, continuous communication so can achieve more together. Network: campus project, subcommittee facilitator and system (system coordinates all activities). System provides the platform so can regularly talk to one another
- Community of Practices
  - Diversity equity and inclusion related to training and education curriculum: 18 campuses
  - Applied learning community of practice to address the fact that data collection is insufficient. 15 campuses
  - Enhancing enrollment, retention, and completion to identify new models: 25 campuses
  - Meeting the workforce needs: Apprenticeship: 2 campus; and high needs programs health care, information management, agriculture: 22 campuses
  - Supporting infrastructure: student information system 5 campuses & student recruitment 37 campuses—one big platform focusing on recruitment
  - Student success center network 31 campuses—covers student financial aid to classroom schedule. Supporting IT structure


- Process: at time of meeting, negotiation/advocacy is at the Legislature stage. Lots of dollars reside with Executive; not much room for Legislature
- Overall state budget is challenging: real $4.4 billion deficit; real pressure on health care; lots of fixed costs
- Excelsior: Fall 2017 ($100K threshold): 11% increase in students taking 15 credits at 4-yrs who entered this semester. Fall 2018 ($110K threshold): 9% increase in students taking 15 credits at 4-yrs who entered this semester
- Unfunded mandate to start a food pantry. In the process of rolling it out for each campus

Chancellor Johnson’s report.

- Robust organizations have a leadership distributed-hybrid model. Vision has cornerstones: urbanization, globalization, and digitization. How do we increase the innovation and entrepreneurship that we already do at an impressive level? We need to amp up scholarship and innovation. For every dollar invested there is a five-dollar economic gain and a larger social return. Forty percent of faculty are nearing retirement age. While they are still on our campuses, they can help share the institutional knowledge and mentor new faculty.
- Future work should include the human augmented by machines. Increase innovation, outreach, scholarship and impact. Faculty and students need to be prepared. The arts, sciences, humanities, and social sciences need to consider artificial intelligence. Two areas of concern include education and health care: no one is building an education cloud. Think of life-long learning.
Upload and download lecture notes. Can we make lifelong learning a reality? We can invent an educational cloud with those who have the most data and most courses.

- What can we do to preserve civilization for the next generation? The answer is clean energy/energy efficiency. Will look across system to use SUNY power to buy cleaner energy at a larger scale. Asked for increase in construction fund. Did not get that. Students are sitting in old buildings. When doing critical maintenance that is when we need to look at clean energy
- Amp up partnership with industry, philanthropic alums, and not-for-profits. Not interested in going after any alums of the system. System has no endowment. We have zero at SUNY system. We can do more by engaging partners.
- Hiring new Provost and on track to have Provost on board by July 1. The Provost will lead strategic planning.
- Future of the state is to make sure that our students do not graduate with massive debt. Chancellor shared riveting story of how she received financial aid to pay for tuition and room and board.
- Term assistant professor-help with scholarship and then they get tenure. After the five years, person cycles off and then get someone else to come in and do the same.
- Educational opportunity program: individualized program, when have resources (food pantries, tele-courses, child care) then increase chances of success

The Chancellor answered questions from the sectors. Questions covered a wide range of topics, including vision of state-owned Academic Health Sciences Centers, initiatives and innovations, increasing the resources available to SUNY, and diversifying faculty. The Comprehensive Colleges sector asked and received a response to questions related to her perceptions about the Comprehensive sector:

“‘I am not surprised about the Comprehensives. I am reassured. This is stated best by the candidate who will be the new Oneonta President. SUNY cares. We graduate 1/3 of students and 70 percent of our graduates stay in the state.”

Q: Any realizations or preconceptions about the sector before took the job?
A: Big fan of Aristotle: whole should be greater than sum of parts. One campus can have an influence on many. Getting knowledge of what system means.

The best policies are the interplay of the disciplines. Unless you look at outcomes through various lenses and differential impacts, you don’t have a good policy. Marriage of disciplines and sectors very crucial. No one’s done this well. When she ran a company, wanted individuals who understood history and philosophy, had critical thinking skills, were kind, and had the technical chops. Question she would ask is, and probably it should be part of strategic planning, is “what do we mean by liberal arts?” Great to use resolution to work together and work with NYSED. This should be part of strategic planning.

**UFS President's Report** – Gwen Kay, President University Faculty Senate

The President’s report covered a wide range of topics affecting SUNY and faculty governance:

1. **Campus Visits** – Visited ⅔ of campuses: recurring themes include communication and transparency. She has explained what shared governance is and what consultation means.
2. **Resolutions:** Gwen Kay writes letter to Chancellor. In cover letter, she explains resolution, highlights action items, and appends full text. She’ll add request for response within 30 days and will cc: Provost b/c often it’s that office that is given responsibility on action items. Chancellor’s responses are posted online as they get them. Gwen will be tracking resolutions and following up to make sure that things don’t fall through the cracks. Senators will be asked to report back to UFS. Campuses have never been asked about how resolutions are implemented.
3. **Provost Search** – The goal is to have name to Board of Trustees by March 2. That is all that she can say.

4. **Open Educational Resources** – Based on Spring 2017 data, OER saved students $6 million. Goal is to have 80,000 students in OER courses by the end of the academic year. There are already over 50,000 students with at least one course with OERs in the fall. National conference in Niagara Falls on October 11-12, 2018.

5. **SUNY Voices** – UFS/FCCC/SA collaboration Friday, March 2: 1-day workshop on Middle States and shared governance, specifically Standard 7.

6. General Education -- We have within the system 4 MS commissioners. 3 have confirmed attendance at the workshop. Working group includes people from UFS, FCCC, System (assessment, transfer, program development). White Paper (cast net wide on best practices): By end of spring 2018. Green Paper (2 or 3 best models for SUNY): By Fall 2018 Plenary. New committee of faculty from UFS, FCCC, students, people from system, registrars, provosts, transfer specialists get together to decide on what works best for SUNY and how to implement it. We need to be thoughtful and deliberative; we need to gain perspective on what 21st Gen Ed should be/do; we need to look at how student mobility works today; this is part of our purview: this is what curriculum is.

**A Little Bit on the UFS & System Admin.** – Fred Hildebrand, System Administration

The **Board of Trustees** is established as the governing body of the State University of New York pursuant to section 353 of the education law of the state of New York. There are 18 board members (including SA president, FCCC president, and UFS president; only SA president has a vote). **Chancellor**: head of SUNY system and reports to the Board of Trustees. Chancellor is a visionary leader able to harness the collective energies of the SUNY institutions. Chancellor plans, executes, and develops SUNY’s goals for the future. The senate shall be the official agency through which the University Faculty engages in the governance of the University. The Senate shall be concerned with effective educational policies and other professional matters within the University. Writing resolutions is the process. **Provost** develops policy for all sectors (cross registration, financial aid consortium, internet automation, and general education). **State Education**: authority over liberal arts definition and program registration

**Predictive Analytics to Enhance Performance & Reduce Student Attrition** – Ron Sarner, SUNY Poly

Shared an example of the traditional course selection method: major course, gen eds, and writing. Student has been set up to fail. He has been placed in courses that are similar to his (major, 82 HS average, 700 SAT verbal, 630 SAT Math). Useful to avoid multiple at-risk courses in the first semester. High school average is the best predictor is high school average

**Sustainability Paradigm Shift** – Lisa Glidden, SUNY Oswego

Sustainability is complex. It includes interactions of social policy, social equity, scientific principles, and environmental stewardship. To bring out a more sustainable world: incentives or disincentives; education or awareness; reduce & reuse, public transportation, recycling, meatless Mondays. Fear and shame do not work. Individualistic approach is not a solution. Awareness of the issues is not sufficient to change anything.

**SCoA Committee Report & Distinguished Academy** – Janet Nepkie, SUNY New Paltz

When assessment is done well, teaching will improve. Created by a resolution of the SUNY board of trustees in 2012 as a means of increasing the opportunity for scholarship, service and research among academy members: Distinguished Professor, Distinguished Teaching Professor, Distinguished Service
Professor, and Distinguished Librarian. The Distinguished Academy is governed by the Chancellor and a board representing those with a distinguished rank. In 16-17 SUNY supported a Provost Fellow to help organize the Academy. Database is on the SUNY website: https://www.suny.edu/distinguished-academy/. Presentation, mentoring, and visiting distinguished academies scholars committees exist.

Faculty Council of Community Colleges Report – Nina Tamrowski, President

Nina Tamrowski discussed the use of OERs at community colleges. FCCC involved with guided pathways: mapping and advising strategy to increase student completion. Ten campuses were selected to qualify for $25,000 to explore and train. Monroe Community College is lead campus. Onondaga Community College is lead institution on co-req model of developmental writing. Linking non-credit writing with credit bearing writing. Committee is reviewing transfer of grades less than C-: Receiving campuses may have different policy on receipt of <C- depending on whether course is gen ed transfer path or general elective. Need for more communication from SUNY provost to campus CAOs and registrars. Course equivalency project is reviewing system effort to create database. This is a response to gaps in course level data across campuses. Committee requests system effort to address data infrastructure gaps to improve transparency and communication between and among campuses.

SUNY Student Assembly Report – Marc Cohen, President

Advocacy priorities: affordability & investment, sustainability, campus safety, and protecting DACA students. Student Assembly seeks a change in community college funding formula. Enrollment is decreasing and with maintenance of effort-funding is flat. Student assembly seeks greater investment via true maintenance effort (covers inflationary and salary increases). There is need for increased public support. Student Assembly is committed to Excelsior project and expanding TAP. Sustainability: food security (funded food pantries), reducing waste, improving capital infrastructure and reducing carbon footprint. Campus safety: tele-counseling (got 300,000 dollars to do a pilot- partner with SUNY upstate provides students with counseling. Student assembly is actively discussing Title IX review process, the protection of the accused, and hate crimes on campuses. Student Assembly encourages state to support dreamers and the government to protect dreamers.

United University Professionals Report – Fred Kowal

Fred spoke to the senators. In essence, he stated, “We are under assault right now and an assault on science and the pursuit of knowledge. The media is also questioning the value of higher education, asking if the investment in time and money is worth it or not. Yet the nature of academia is to study how people move socially. The idea that one should question oneself is not welcome.”

UUP priorities to negotiate for state budget:

- “There is an urgent need for funding, we are always cut first and deepest and there has been no help from 2009-12.” UUP calling for a fix to the TAP gap. And he also thinks there is a potential for partial solution that will give greater clarity and scope for Excelsior (SUNY wants to fix subsidy that state provides and what it costs the institutions)
- Need money for “classroom faculty” (their words). If we want to bring in more students we need more faculty and staff so they will graduate in four years
- Academic medical centers – three SUNY hospitals are facing significant issues; state’s $300 million for them means SUNY hospitals face a hit; CHiP program also hurting hospitals because the state hasn’t provided all its money in the federal/state formula. And as teaching hospitals they
are the largest provider of health care in the state. “Our request is that subsidy should be reinstated (which was shifted to capital funding).”

- Governor cut funding for opportunity programs (e.g., EOP, EOC). State using these students for a political game.
- Medical education: There is a need to address changing nature as more and more care is outpatient care; we need to create a core of teaching fellows at UB (pilot program for training interns and residents), which could be funded through federal dollars
- Green energy: Put money into colleges of tech and enhance baccalaureate programs in green energy and transportation. Such programs have stagnated and want to catch the attention of the governor and legislature

Contract negotiations
- Dragged on for 18 months now and are “unique.” Slow process because all state contracts came due at same time and state only as one chief negotiator and we get “pushed aside” on schedule. Our contract is complex
- Another reason is the administrative change in SUNY and things slowed while new chancellor and her team were brought up to speed. The conversations have slowed things down
- Visit uup.org at member section

**Resolutions**

**Resolution #1**
To develop support services and best practices within SUNY both at system and on individual campuses for undocumented students.

Chancellor can designate an adviser on DACA to lead efforts and/or create a subcommittee relating to undocumented students; that each campus ID a contact person and that there is a meeting for those campus contacts in spring or summer or fall of 2018; asks the chancellor to support SUNY Dreamers association; and that chancellor develop and send SUNY FAQs to administrators on each campus

**Q:** Why is there a need for a campus point person, what does this person do? Have to be careful because any records are potentially FOIA-able and can be used against students.

**A:** The goal of the point person is to collect info about programs, not students. This way people can go to a person to answer questions

**Q:** Does the person have to be an existing line person, or add another person?

**A:** I can’t imagine that this would be a fulltime job, but every campus can decide on its own. Each campus would have to negotiate

Resolution passed

**Resolution #2**
Resolution on Verification of Campus Governance Consultation on Academic Program Actions

Asks the chancellor to make sure that academic officers consult with faculty through the governance processes and include a space for CGLs to sign off that governance processes have been followed that CGLs and CAOs work together
Q: “If there is a line that isn’t signed then any program changes requests unsigned won’t be accepted by my office,” Fred Hildebrand, who spoke against the resolution because some CGLs wither can’t, or won’t, sign the proposed forms. “If that line is not signed, it’s returned to campus. An assistant in my office, when she sees the form is incomplete it is returned to campus. I don’t have authority to investigate it, you don’t want me to intervene in your governance process. I don’t think I should have that authority. The chief academic officer should be accountable. The CAO is responsible and to say ‘yes, it [shared governance] did happen.’ ”

Debate about CGL signoff and CGL signoff stays on the ballot

Resolution passed

**Resolution #3**

To Institute a SUNY Diversity Postdoctoral Fellowship Program

Asks chancellor that SUNY develop and fund such a program and that chancellor makes sure program is modified in such a way to help recipients

Resolution passed

**Resolution #4**

Recommendations for Academic Advisers Related to International Students

Goal is to have senators work with campuses to inform advisers that there is a potential visa status and encourage referrals to international officers on campuses when appropriate

Resolution passed

**Resolution #5**

Re-examining the Definition of Liberal Arts Courses

UFS Undergrad committee has had and will continue to have discussions about liberal arts

“There are inconsistencies about what are liberal arts and LAS courses should not be directed to people in other programs, but that many courses that may have occupational tie-ins may be confused with LAS courses.

“The committee feels that guidelines need clarification and we request there be a review of designation and the review should include a variety of stakeholders.”

Resolution passed

**Resolution #6**

Resolution on commencement policy with military rank
Voluntary not mandatory on campuses
SUNY-wide commencement policy when announcing the names of those students who hold current United States military rank at their commencement ceremony
Referred to Student Life committee