SUNY University Faculty Senate

Plenary Report

SUNY Cortland October 20-22, 2016

Executive Committee Meeting, Thursday, October 22nd

Executive Committee Meeting

Coming soon to a campus near you! – a visit from SUNY officials about money. Yes, that's
M-O-N-E-Y for possibly your campus.

Campuses will be visited in regions across the state to present ideas to fund issues related to enrollment and success.

The SUNY provost will bring a team of eight system administrators to meet with eight people from each campus for two hours to talk about external review processes that mirror the performance improvement plans each campus submitted last year. The $54 million in discretionary monies is designed to help campuses develop what may have already been initiated. ****.

President's Report

Review and update of new and exciting opportunities for UFS and faculty. These include the search process for the new chancellor, the COACHE survey, changing demographics on campuses, and General Education revisions.

Questions to the president focused on freedom of expression, and how we might increase presidential awareness of shared governance in light of presidential reviews, and more.

Inside this issue:

Joe Marren, Recorder
Designed by Carol Donato

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**Special Thanks
To our Hosts**

SUNY Cortland

SUNY University Faculty Senate Executive Committee

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Friday Senate Plenary Session, October 21, 2016

We were warmly welcomed to SUNY Cortland by President Erik Bitterbaum and Senator Andrew Fitz-Gibbon and Campus Governance Leader Kathleen Lawrence.

UTeach
UTeach STEM Teacher Prep Model
https://uteach.utexas.edu/

U of Alabama UAB TEACH
https://www.uab.edu/uabteach/

General Characteristics of UTeach Program:
UTeach program is a university-based STEM secondary teacher prep program. Attracts people who were not sure they wanted to teach. This program looks to expand secondary STEM program. It works to develop STEM literacy for all students through innovation and excellence in university-based teacher education. Focus is emphasizing content area and capturing those students, introducing them to idea of teaching.

Started in UT Austin in 1997. Now in 45 universities in over 21 states; 30 are established and 15 are in progress with about 7000 students.

Program Model: Experiential learning embedded in this. Colleges & School districts need to work together. Compact & flexible 4 yr degree plans that allow for STEM degrees & certification are part of this program. Dedicated Master teachers are employed as full time clinical faculty.
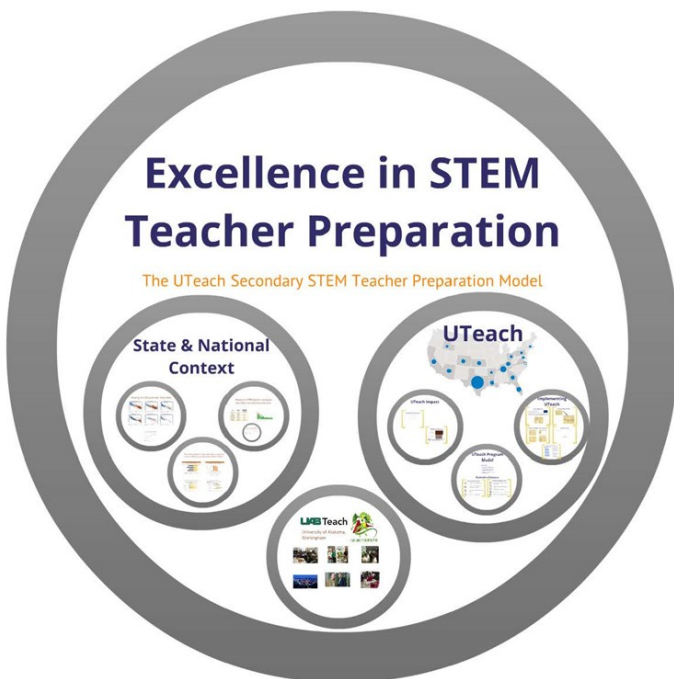
TeachNY
Chancellor Nancy Zimpher
Commissioner MaryEllen Elia

A very brief history of TeachNY: Phase 1: Race to the Top money funded a conversation across the system to discuss teacher education; formed the TeachNY Advisory Council (members from SUNY, CUNY, private colleges) to create recommendations on ways to improve how we develop teachers and school leaders. Phase 2: a SUNY TeachNY Steering Committee with groups from around the system is working on how to translate the recommendations from the TeachNY Advisory Council into specific SUNY policies; meanwhile there is also a statewide roundtable representing Legislature, Governor's office, state ed, SUNY, UUP, principals, PTAs, teachers, etc. to move the discussion forward on the state level

The agenda items that need to be addressed include elevating the teaching profession; providing clinical experience to education majors; securing investments in innovation; dealing with the upcoming shortage of teachers that will come from past delayed retirements going into effect; and create/strengthen the education pipeline to move students from K12 to teacher education programs, then back into the schools to teach or support teachers in their work

There are some remedial and developmental education needs: 40% of students come to college in need of some kind of remediation, at a cost of $70m from SUNY and $90m from students.

To facilitate some of these changes, the State Department of Education is looking at certification exams for teachers; looking at certification guidelines to see if they need to be changed; looking at edTPA and alternatives.

www.teachny.edu

Plenary Report (continued from Page 2)

Provost's Office Report
Alexander Cartwright, Provost & Executive Vice Chancellor
SUNY System Administration

Educational Effectiveness and Strategic Enrollment (EESE). EESE is intended to help SUNY find ways to maximize campus strengths across the system. Conversations are designed to identify how to grow less expensive programs to help support the more expensive programs on campuses and to understand the competition within and without the system.

To implement EESE the provost is hosting two hour conversations with 8 member campus teams comprised of senior administration and campus governance leaders. These conversations have four basic topics: (1) where are campuses with respect to their performance improvement plans (PIP); (2) an impromptu Strength, Weakness, Opportunities and Threats analysis for his team to see how ideas bubble up within each conversation; (3) where do you see yourself in 2025 without financial or other constraints; and (4) ideas for proposals for areas the campuses is interested in pursuing to further their PIP success.

The provost also reported on the most recent Presidents' meeting where topics such as creating mechanisms for sharing expertise, contribution of campuses to SUNY-wide enrollment, how can SUNY help campuses reach their aspirations, redirection of rejected students to other campuses in rejection letters, how to be effective in state recruitment, stressing professional development, expedition of program review both at system and SED, a general dissatisfaction with seamless transfer and a need to review SUNY's general education system.

Fall 2016 SUNY Cortland - Provost Office Presentation

Building the System Performance Improvement Plan

A Focus on Educational Effectiveness and Strategic Enrollment

Diversity, Equity and Inclusion | Student Completion and Success | Impact State and Global Challenges

Ensuring that we deliver the educational programs that respond to the educational needs of the state and nation and the educational goals of every student.

SUNY The State University of New York

Resolutions

174-01-1
Passed

Resolution on Faculty and Professional Staff Membership on College/ University Councils

Whereas, each State-operated institution has a college council authorized by NYS Education Law § 356 (sometimes referred to as "university councils"), and the SUNY College of Environmental Science and Forestry has a Board of Trustees authorized pursuant to NYS Education Law § 6003 (collectively referred to collectively as "councils"); and

Whereas, subject to the general management, supervision, and control of the SUNY Board of Trustees, the councils are charged with various responsibilities for their respective institutions, including but not limited to the review of all major plans of the institution for the appraisal or improvement of the faculty and other personnel, expansion or restriction of student admissions, appraisal or improvement of academic programs and standards for the earning of degrees, expansion of institutional plants, opening or closing of a branch campus, and appraisal or improvement of student activities and housing; and

Whereas the councils also are charged with the important task of recommending to the SUNY Board of Trustees candidates to serve as campus President; and

Whereas, the Middle States Commission on Higher Education Accreditation Standard 4: Leadership and Governance, reads, "the Commission on Higher Education expects a climate of shared collegial governance in which all constituencies (such as faculty, administration, staff, students, and governing board members) involved in carrying out the institutional mission, vision and

goals will participate in the governance function in a manner appropriate to that institution"; and

Whereas, the faculty governance leader of a campus and the professional staff governance leader (where present) of a campus are duly elected by their peers to be the official governance representative of their respective constituency; and

Whereas, the practice of providing formal recognition of faculty and staff governance leaders by councils varies greatly among the campuses; and

Whereas, the current council membership does not have representation from all the bodies   recommended by the Middle States Commission on Higher Education; therefore

Be it resolved that the SUNY University Faculty Senate ("UFS") asks the SUNY Board of Trustees and Chancellor to support changing the NYS Educational Law to allow governance leaders of each SUNY campus, elected in accordance with the guidelines and procedures established at each campus, to become ex-officio and non-voting members of their councils and boards.

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174-02-1
Passed

Resolution on the Implementation of Applied Learning

Whereas, the University Faculty Senate passed Resolution 170-02, To Support Planning and Implementation of Applied Learning Experiences at SUNY, emphasizing the role of individual faculty and departments in overseeing applied learning experiences, and

Whereas, the SUNY Applied Learning initiative requires each campus to determine which applied learning experiences are approved based on the SUNY Applied

Learning criteria, and whether or not applied learning will be a graduation requirement, therefore

Be It Resolved that the University Faculty Senate recommends to the campus governance bodies that each campus develop and adopt policies to ensure that: 1) Academic faculty retain responsibility for the curriculum, for assessing student learning outcomes, and for assigning grades in applied learning activities as for other degree requirements; 2) The campus-level determination of what meets the applied learning mandate be made through the normal campus and governance curricular processes; and 3) the certification of an activity or course as meeting the applied learning requirement also follows the normal campus and governance curricular processes, and

Be it further resolved that the University Faculty Senate asks the Chancellor to direct Presidents and Chief Academic Officers to ensure that faculty governance processes are followed in the consideration and approval of all of these applied learning activities. Background:

The seminal 1966 joint statement by the American Association of University Professors, the American Council on Education, and the Association of Governing Boards of Colleges and Universities on Government of Colleges and Universities recognizes that "...the faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process."

Last year the Undergraduate Committee issued a report: Service Learning in SUNY: Current Status and Strategies for Implementation.   In that study the authors note that:

Resolutions (continued)

at 54% of the campuses which have service-learning (N=39), only faculty assign grades in credit-bearing classes for service-learning work completed by students. On the remaining campuses, professional staff members (e.g., staff members in the Student Affairs division) at least sometimes are the instructor of record for courses which include service-learning experiences.

In the current academic year campuses will be engaged in deciding whether applied learning activities should be required for all degrees on the campus, and if not for all, a consideration of which, if any majors should require applied learning activities. Evidence from service-learning experiences suggests that applied learning may also be frequently supervised by non-academic members of the campus communities.

The determination of whether or not to require an applied learning activity for all majors is, at its very foundation, a curricular matter. As such the determination, as well as evaluating outcomes and assigning grades are matters within the primary responsibility of faculty.
As the governance body for the University we wish to ensure that the responsibility of faculty to set the degree requirements, to assess student learning outcomes, and to assign grades - in essence the integrity of the academic program - remain vested in the faculty.

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174-03-3
Referred back to Ethics Committee

Resolution for SUNY Ethics Review

Whereas SUNY's commitment to educational excellence and public service should include leadership in fostering the highest internal standards and practices of ethics and integrity; and

Whereas SUNY resources and its reputation as a whole are at stake whenever there are highly publicized situations that raise public concerns about oversight, integrity and accountability in SUNY and its related entities; and

Whereas there have been several high-profile ethics cases in recent years within SUNY1; and

Whereas SUNY can address public concerns by proactively encouraging an overall culture of accountability and by creating a structure that reduces the risk of such situations occurring in the future; and

Whereas the entire SUNY University Faculty Senate adopted a statement of ethical principles to affirm its commitment to the highest ethical standards2; therefore

Be it Resolved that the University Faculty Senate:
1. Urges the Chancellor and Board of Trustees to develop and conduct a periodic ethics review of SUNY campuses, SUNY-related nonprofits, and of System Administration;
2. Work with the Chancellor in designing the ethics review to encourage ethical leadership that goes beyond (but includes) minimal compliance with the law3;
3. Include in the ethics review or assessment of institutional policies and procedures addressing the following topics (among others), using the UFS resolution on ethical principles as a guiding document1:
 a) ethics training and programs for fostering high standards of integrity among leadership, staff, faculty, and students; b) disclosure and management of conflicts of interest; c) whistleblower protections; d) duties and activities of the institutional ethics officer; e) identification of fiduciary obligations of leadership and governing boards; f) transparency and compliance with state law governing open meetings and freedom of information; and g) criteria and process for

assessing institutional leadership on integrity and ethics.
4. Ensure that each ethics review report is transparent and accessible to the public.
1 See, e.g., Thomas Kaplan, Under Scrutiny, Official at State University Resigns, N.Y. Times (June 3, 2011) (reporting the resignation of John J. O'Connor, SUNY Secretary and Senior Vice Chancellor and Research Foundation President, following accusations that he gave a no-show job to a relative of a state political leader); James T. Mulder, Upstate Medical President is Resigning "...to avoid further Distraction for the University", Syracuse.com (Nov. 7, 2013) (reporting that SUNY had placed the President on leave pending an investigation of inappropriate compensation); Matthew Hamilton, Complaint Charges SUNY Poly's Kaloyeros, Developer Niccola With Bid-rigging, Albany Times-Union (Sept. 22, 2016) (reporting federal and state felony charges against the SUNY Poly president).
2 UFS 173-02-1 Resolution for a Statement of Ethical Principles, Spring 2016
3 For guidelines for a university ethics review, see Nathan E. Harris & Michael N. Bastedo, Corruption at the Top: Ethical Dilemmas in College and University Governance, pp. 115 -132, appendix pp.128-30 in Creating the Ethical Academy: A Systems Approach to Understanding Misconduct and Empowering Change in Higher Education (Tricia Bertram Gallant, ed. Routledge 2011) .

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174-04-1
Passed

Requesting Full Complements on College/University Councils

Whereas, each State-operated institution has a college council authorized by NYS Education Law § 356 (sometimes referred to as "university councils"), and the SUNY College of Environmental Science and Forestry has a Board of Trustees authorized pursuant to NYS Education Law §

Resolutions Continued

6003 (collectively referred to as "councils"); and

Whereas, subject to the general management, supervision, and control of the SUNY Board of Trustees, the councils are charged with various responsibilities for their respective institutions, including but not limited to the review of all major plans of the institution for the appraisal or improvement of the faculty and other personnel, expansion or restriction of student admissions, appraisal or improvement of academic programs and standards for the earning of degrees, expansion of institutional plants, opening or closing of a branch campus, and appraisal or improvement of student activities and housing; and

Whereas the councils also are charged with the important task of recommending to the SUNY Board of Trustees candidates to serve as campus President; and

Whereas, Education Law § 356 provides that, with the exception of SUNY ESF's Board of Trustees, which shall have 15 members, each council should consist of 10 members; and

Whereas, the terms of many council members have expired and new appointments have not been made; and

Whereas, the councils cannot effectively and meaningfully fulfill their statutory responsibilities; and therefore

Be it Resolved, that the SUNY University Faculty Senate ("UFS") strongly urges the Chancellor, the SUNY Board of Trustees, and the President of the UFS to present this concern to the Governor and ask that he expedite the appointment of members to vacant seats on each campus' University or College Council that is not at its full complement of members.

174-05-1
Passed

Resolution on Faculty Oversight of Micro-Credentials and Other Emerging Learning Experiences

Whereas the University Faculty Senate has passed Resolution 170-02 to Support Planning and Implementation of Applied Learning Experiences at SUNY, Resolution 165-01 on Failure of Consultation and Shared Governance Regarding SUNY Educator Preparation Programs and the *New* NY Education Reform Commission, Resolution 160-01 on CUNY's Failure to Use the Principle of Shared Governance in Establishing a New Curriculum, Resolution 156-01 on Consultation with Governance, Resolution 156-02 on the Suspension of Programs at the University at Albany, and the Joint SUNY/CUNY Shared Governance Statement that call upon faculty to diligently exercise their purview and primary responsibility for curriculum and academic standards at their campuses; and

Whereas the Micro-Credentialing Task Force Progress Report dated September 2016 presented to the SUNY President's meeting on September 8, states, *Central to the work of the Task Force is an ongoing commitment to ensuring academic rigor and quality across all credentials offered by SUNY. The Task Force recognizes the potential of micro-credentials to be responsive to student and industry demands; to motivate students to persist; to be a bridge from non-credit to credit-bearing coursework; and to provide New Yorkers with credentials they need to find their first job or advance in their careers. However, the Task Force has been clear that those goals can only be met via academically rigorous, meaningful credentials.*

Whereas that same Task Force Pro-

gress Report further states that "academic quality is paramount for micro-credentials, and faculty governance is required," and that "micro-credentials are a campus initiative, and they should be initiated, developed, and approved according to local campus mission, strengths, and guidelines" ; and

Whereas the Task Force Progress Report defines micro-credentials broadly, and may include badges, stackable credentials, and prior learning evaluations/assessments garnered through non-credit and credit courses, competency-based education and prior life experiences; therefore

Be it resolved that the University Faculty Senate recommends that campus governance bodies develop and adopt policies to ensure that: 1) Academic faculty retain responsibility for approving whether credit should be awarded, and if so, how much credit should be awarded for skills and competencies mastered through the aforementioned learning experiences; 2) The certification of an activity or experience as meeting criteria for credit should follow normal campus and governance curricular processes; and 3) The campus-level determination to develop and grant micro-credentials be made through normal campus and governance curricular processes; and

Be it further resolved that the University Faculty Senate asks the Chancellor to direct Presidents and Chief Academic Officers to ensure that faculty governance processes are followed in the consideration and approval of all such initiatives.

Resolutions Continued

174-06-1
Passed

Resolution to change the wording of the criteria for awards for Conversations in the Disciplines

Whereas, the Conversations in the Disciplines (CID) program has supported conferences and convenings of scholars within and from outside of the State University of New York for more than 50 years; and

Whereas, the current guidelines for the program state "SUNY CID focuses on scholarly and creative development rather than administrative, curricular, or instructional matters designed to foster both professional and personal growth of participants and their respective campuses."; and

Whereas, faculty have sought support for convening Conversations to consider revisions to disciplinary and inter-disciplinary curricula; and

Whereas, convening faculty for the purpose of discussing curricular innovations in their discipline has gained increased importance due to the development of transfer paths; therefore

Be it Resolved that the University Faculty Senate recommends the current language describing criteria for Conversations in the Disciplines awards be amended to read: "SUNY CID focuses on scholarship, creative activities, and new developments in academic disciplines and fields. Conversations may also include examination of related curricular innovations. Proposals that include discussion of instructional matters must have participation by the appropriate disciplinary departments."

Chancellor's Responses to Faculty Concerns

University Centers:
Q1: Given the fallout from SUNY Poly and Buffalo Billion, will you share your insights on what reforms may be needed for protecting the interests of SUNY, the broader economic development strategies?

A: Our job is to stabilize and move forward SUNY Poly as an institution. Alex is currently in charge of SUNY Poly and is working deliberately to recruit an interim president. We need to secure the stability of the finances, academics and research for the institution.

Q2. What can you do to reduce salary and other inequities in gender and race?

A: I encourage you to probe the data. I think it will work better for us if we can give instances and take them to the trustees, presidents and provosts. We can't just make a case; we need to know what the history has been.

Q3. In light of the June 2016 memo titled Amendments to the Guidelines for Conducting Presidential Searches for State Operated Campuses and the related revised Guide to Presidential Searches, what are your expectations for implementation of these processes, what do you think is the appropriate balance of faculty, professional staff, and student representation?

A: We revise our recruitment of presidents regularly because it is difficult to get it right. We will continue to revise it. If there are not enough faculty on the search committee I hear about it.

Comprehensive Colleges
Q1. The comprehensive colleges sector recognizes the importance of the TeachNY process, and will provide feedback as the process goes forward and promote conversations on our individual campuses. We plan to pro-

pose a Conversations in the Disciplines proposal. Will you commit to supplement beyond the funding from CID?

A: If people want to get together to solve problems across SUNY and need funding, the answer is "Yes. Yes." It's a small price to pay.

Q2: What progress has been made on developing system-level strategic enrollment management, and how will campus-driven and system-driven enrollment efforts be coordinated as we go forward?

A: Conversations with the Provost have convinced the Chancellor that a focus on the completion agenda means we must also focus on recruitment, otherwise we will decrease our student enrollments.

Q3. We have discussed the potential to have a conversation about what makes all of our campuses distinctive. Have you had any further thoughts about this topic, and if so, what role our campuses, along with system, can play?

A: There are going to be similarities across the comprehensive campuses. "We didn't go through Seamless Transfer for nothing!" We need, as a collective, to think about how our work is different.

Health Sciences Centers
Q1. It is our understanding that SUNY is very close to hiring a new Vice Chancellor for the Health Sciences sector. Can you tell us what the responsibilities of this position will be? Will the purview included the hospitals, Health Science Centers, College of Optometry, Colleges of Pharmacy and/or other health professions? Can we be assured that faculty will have adequate impute into strategic planning processes?

A. Ricardo Azziz joined us just a couple of days. He has taken a position that neither he nor we have totally nailed, but I think broadly it should include other of the health professions, optometry, veterinary, pharmacy, etc. but the concentration initially will be the academic medical centers. It's a little bit of an experiment for him and it is an experiment for us because our doctoral campuses and medical schools are helping to support this position.

Q2. In June of 2012, the SUNY Trustees supported legislation (S4853 and A7277) to make all SUNY Campuses tobacco free. Where does this legislation stand? How can we help to support making SUNY Tobacco Free and create an environment of health and sustainability?

A. I don't really know where we are but it falls nicely under the purview of this position that you asked for the description of and Alex (Cartwright) will have to get an update on how campuses are progressing.

Colleges of Technology
Q1. Many of the leaders are new to system and the campuses. We know that you and your colleagues work with the Presidents, Provosts, CFOs and others to acclimate then to SUNY. What more can be done to acclimate each new leader to their campus culture, sector AND the campus to the new leaders?

A: "I like cautious optimism of new senior leadership." There is already a mentorship of new campus presidents. Proposal to create a SUNY Administration SWAT team to assist the process of acclimating senior administration.

Q2: The Tech Sector is in the forefront of Applied Learning and has been for decades. Applied learning includes the curriculum, internships and practicum. Our challenge is that these programs are very expensive and special purpose

funding has not been available as an offset. We ask that you create a task force to examine the mission and vision of the tech sector within the system, including opportunities to grow the enrollments in lower-cost programs.

A: "We need to do more to celebrate long tradition of applied learning in technology sector. Need better connection with business and industry"

Specialized and Statutory College
Q1: There has been an increased emphasis on institutional assessment and reporting, both externally and internally, externally from Middle States and professional accreditation such as ABET, internally from SUNY initiatives and requests for campus reports on progress. What are the ways we can work together to ensure support for campuses to succeed in reporting and assessment ?

A: When I was first here in 2009, I had a board that wanted all of the info from the SUNY colleges to use however they liked in assessing the colleges and deciding how to support them. Colleges resisted that approach and took time to decide what metrics they wanted, which was a big endeavor. Now there is a Performance Improvement Plan on each campus, by which each campus decides how to manage their own information and what to emphasize. We are in a better place.

Q2. You have done a tremendous job at centering the importance of academics in the academic - industrial partnership. What is your plan to keep academics central and keep the public education aspect primary?

A : There is a national dialog about public education and the ownership of education as a public commodity that will only intensify. To be an economic driver, we need academic excellence.

On the shift to a new chancellor and keeping academics central, the Faculty Senate has to be vigilant. The search committee does have the academic piece as important, so hopefully that will be emphasized in the search itself.

Q3: With the new Alfred University president, Mark Zupan, the situation at New York State College of Ceramics at Alfred University has visibly improved. There have been concerns voiced about the New York Statutory Colleges being increasingly pressured to mingle Statutory and Private side programs. What kind of steps do you see possible to strengthen the Statutory and SUNY relationships ?

A: The Alfred situation has been improved, hooray! I am proud of the progress and hope it will continue. The MOU still needs to be signed.

Campus Governance Leaders
Q1. Chancellor, you have inspired many of us to engage with and reinvigorate shared governance on our campuses and throughout the SUNY System. We would like to draft a set of Shared Governance Principles for SUNY that would provide concrete guidelines to our community and further serve to institutionalize shared governance across SUNY. Will you work with us to develop such a set of principles and then assist us as we bring this to the Board of Trustees?

A: I think it's a great idea as long as we don't call it the Zimpher Doctrine

Q2. Campus governance leaders continue to struggle with their place at the table in important decisions such as applied learning, micro-credentialing and diversity plans. What kinds of structures within SUNY exist to help educate the Board of Trustees, campus college councils/boards, presidents, provosts, and vice presidents about shared governance? Further, where can campus governance leaders contribute to the training of presidents and provosts?

Chancellor's Responses to Faculty Concerns Continued

A: SWAT team idea: we could maybe have a 4 or 5 member team with faculty included. We haven't been as good at matching presidents with mentors, but UFS has a model of visiting campuses and has worked effectively, maybe that is the model in mentorship and building on that model.

Q3. We have found that while Councils/Boards are required to invite governance leaders to these meetings, the nature of that invitation varies from silent observer to engaged participant. A resolution has come forward to this body for discussion requesting that governance leaders have a seat on College Councils/Boards with all the rights and responsibilities of members. We were wondering what your opinion might be on this matter.

A: Hey, I would give it a run. I would just editorially say that even getting nominations for college councils and boards of trustees is overwhelmingly slow. We have councils that can't vote because they don't have a quorum. I think it's a great idea and it's just something we have to work through the political system and I'm willing to try it.

Liaison Reports

SUNY Student Assembly
Marc Cohen, President

Issues of concern include campus safety and sexual violence prevention; blue lights; mental health awareness; and diversity, equity, and inclusion.

The legislative agenda has five major foci: Affordability package – State MUST reinvest their fair share: Textbook affordability; Mental health resources need to be funded and staffed; Childcare centers are needed; Disability access and ADA compliant.

Liaison Reports Continued

Faculty Council of Community Colleges
Nina Tamrowski, President

Issues of concern at community colleges include seamless transfer; and faculty purview of micro-credentialing.

Discussion continues about best practices on placement testing, trigger warnings, standards of excellence, early college high school, child-care endorsements, advocacy, tuition maintenance of effort, and a lack of shared governance in the strategic diversity plans.

CUNY University Faculty Senate
Kay Conway, Chair

The CUNY Board of Trustees approved the budget request for 2017-2018. The CUNY budget is currently at the level it was in 2009, not adjusted for inflation. There has been a request for a continuation of the rational tuition plan. The chancellor is advocating increasing enrollment, including adult education. CUNY is looking at dramatic increases in developing and promoting online education.

CUNY is interested in experiential learning, and has jointly drafted a letter with SUNY UFS to the Legislature on a graduation requirement. Experiential learning is being tracked, and there are concerns about how it will be supported and assessed.

CUNY has empaneled a General Education Task Force. The university has a non-algebra pathway (i.e. algebra will not be a requirement for students in some curricula). Algebra is the single greatest obstacle to graduation in CUNY. Eighty percent of students require some form of remediation. STEM faculty, particularly those in mathematics, oppose the pathway. There has been a concern that students in the path will not be able to switch to STEM majors.

CUNY has created a freedom of expression statement, based on the University of Chicago statement.

UFS Communications Strategies

In two parts the presenters focused on the implementation of internal and external communication (Joe Marren) and the potential use of social media in both aspects (Philip Glick).

The implementation of internal communication has already started with reports such as these compiled and distributed to senators. The focus will still be on internal but it will be in a continual state of development. To do that senators were asked to send emails to the president of the senate with their thoughts on what would they like to see and what form should it take. The emphasis will be on WHAT should be communicated and to WHOM.

Social media is a vital part of the equation and Glick said we are in the process of developing a process to have a nimble and accurate communication plan that could be in the form of electronic press releases sent to gatekeepers in the media.

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System.suny.edu/facultysenate