As an eventful year comes to a close, I take this opportunity to look back on some of the more notable accomplishments of the University Faculty Senate over the past few months.

I start with what I consider to have been the single biggest challenge to faculty authority over the curriculum in recent memory. Governor Cuomo inserted language into his Executive Budget, presented at the end of January that would have intruded directly into faculty responsibility for determining the academic curriculum. Specifically, the budget language the Boards of Trustees of CUNY and SUNY to pass a resolution by June 1, 2015, that would require every degree-seeking student have at least one experiential education activity in order to receive a degree. Most students already do this, particularly when one defines experiential education to include internships, co-ops, clinical experiences, research, community service, and a host of other activities. So, you ask, what’s the point? Simply this: it must be the decision of the faculty on a campus as to what should constitute graduation requirements, as this is part of the academic enterprise over which faculty are granted primary responsibility. The problem, then, was not so much the substance (although were one to define experiential education narrowly to focus on internships and co-ops as the governor did in background materials for his Executive Budget, the proposal would be unfeasible), but rather the fact that the Governor was prepared to legislate curriculum. So I worked together with the Presidents of the Faculty Council of Community Colleges (FCCC) and the University Faculty Senate (UFS) of CUNY to draft a series of letters to the Governor’s staff, the chairs of the Higher Education committees of the Assembly and Senate, and the leadership of both houses (a moving target this year, to be sure) urging that the language be removed or at the very least modified to remove the mandate and place the decision on a graduation requirement in the hands of the campuses. I also met with the chair of the Assembly Higher Education committee and chief of staff of the Senate Higher Education committee to make our case in person. I also pressed the same points with the Chancellor and her Cabinet. The final result was that the Enacted Budget contained language that requires SUNY and CUNY to develop plans for making experiential/applied learning opportunities available to students; requires engagement of faculty governance groups and other stakeholders in plan development; and requires individual campuses to assess the feasibility of establishing a graduation requirement. Not quite what we sought, but definitely a victory as the final budget adopted our alternate position.

But a precedent has been set: legislated curricular “guidance.” The particulars in this case are not objectionable, and the final language recognizes the role of the faculty (in itself a significant accomplishment). Yet it would not be difficult to imagine a more pernicious insertion of a curricular requirement by a Governor or Legislature, as has been sought in some other states. So
we need to vigilant and to advocate whenever faculty oversight of curriculum is threatened in the future.

In light of these happenings, I am pleased to report that the Executive Committees of our UFS, the FCCC, and the CUNY UFS, meeting together in January, developed a Joint Statement on Faculty Governance that speaks to faculty responsibility for determining the curriculum. The UFS endorsed this document at our Spring Plenary meeting in Plattsburgh; you will find it elsewhere in this Bulletin.

The UFS passed a wide range of resolutions at our Winter Plenary (Farmingdale) and Spring Plenary (Plattsburgh). These included a set of resolutions that seek to establish additional funding opportunities for graduate students, including SUNY undergraduates who pursue graduate work at a SUNY institution. In addition, we offered support for the SUNY 2015-16 budget request, renewal of the NYSUNY 2020 legislation (as long as it provides a true maintenance of effort by the State rather than the flat funding of the last few years) and the SUNY policy of sexual assault. We issued a call for a SUNY task force on Open Access publishing (which the Provost has agreed to impanel with support from UFS and FCCC). We asked for more time for faculty to complete reviews of Presidents in the ongoing review process that the Chancellor has begun, also seeking revisions to the process next year. We urged Congress not to cut funding for selected directorates of the National Science Foundation--a targeted effort to reduce funding to the social sciences and climate-change research. Finally, we passed a resolution that insists that any credit-bearing applied learning experiences be overseen by faculty with the same degree of rigor as any other course. This will form a basis for UFS involvement in the planning process I noted above.

Diversity has been an important topic over the past academic year. SUNY has had a Diversity Task Force, on which I have been serving, that will be presenting a set of policy recommendations to the Board of Trustees. Our first recommendation was to have a Chief Diversity Officer on every campus, a position that the Chancellor endorsed in her State of the University address. This has been somewhat controversial, as it demands yet another administrative position, but this is too important an issue to be left as an additional set of duties for an overburdened staff member. As a follow-up, the UFS has established an ad hoc committee on LGBTQA+ issues, focusing on climate and support for LGBTQA+ faculty and staff.

SUNY has a project entitled "Teach NY" that is working on recommendations for improvements in teacher education. I have been a member of the advisory committee on this project as well. As this initiative continues to move forward, the engagement of faculty from education schools and aligned arts and sciences "content areas" will be critical.

The development of the SUNY Excels performance measurement system in the last year has shifted much of the budget discussion from flat State funding to the opportunity for targeting additional funds to projects that can increase student completion and success in college. We are concerned that some or much of the base funding for SUNY may get moved from the current allocation method to performance-based criteria, which could disproportionately harm some campuses even as it favors others. So that is another issue on which we will be need to remain
vigilant. In the meanwhile, $18 million in new funding was made available to SUNY for performance-based funding, contingent on campuses developing performance plans—which will happen largely over the summer, with a review in early fall. The Provost is also developing another task force to oversee this process, and we will be involved in that as well.

It is important to recognize that we, in public higher education in New York, do not live in a vacuum. New York has shifted more and more of the cost of higher education to students and families, as even over the last 5 years there has been little increase in State tax support. And this has occurred even as the national conversation is that student loan debt has reached crisis proportions (and this is true even for SUNY students). In many other states (such as Wisconsin and Louisiana), the withdrawal of State funding from public higher education is becoming more and more alarming—and impactful. The attacks on public higher education center on several issues, but most significantly on the question of whether the public higher education system is a public good (as it was designed to be—to have an informed and educated public to continue US leadership in innovation), or a private good (enhancing the individual's earning potential). It is incumbent upon us as faculty to make the case that public higher education is a public good, to demonstrate why what we do—teaching, scholarship, service—is in the public interest, and why it is therefore essential for governments to support the enterprise. The current challenges won't disappear, and while the more extreme results of this misplaced focus of higher education as a private good have not arrived in New York, that certainly could change in the future.

Thus, although I end on a word of caution, nonetheless, I look back on this as a very successful year for SUNY, leading the way in national conversations on sexual assault, the appropriate role of higher education in economic development, and the enhancement of initiatives in support of our students. Likewise, I believe it was a very productive year for the University Faculty Senate and faculty in general, as we have taken the lead in maintaining faculty responsibility for the curriculum and in a number of initiatives to support our students. I wish all of you a productive summer, and I know we'll all be excited to welcome students back in the fall.
From the Chancellor
*SUNY’s Collective Voice Leads To Budget Wins*

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

With the enactment of the 2015-16 New York State Budget, our system-wide “Invest in SUNY” campaign was a clear success. Our push for increased state funding resulted in some significant budget wins, including a first of its kind commitment of $18 million for a SUNY Investment Fund to support our completion agenda on campuses across New York.

This historic commitment from the State – new money for SUNY above and beyond our base costs – is a good start. And we intend to put it to excellent use.

As promised, the SUNY Investment Fund will be a catalyst as we aim to increase the number SUNY graduates annually from 93,000 to 150,000 by the year 2020. This is an ambitious goal, but we know it is achievable because we know what works and we are prepared to bring it to scale.

SUNY has spent the last five years implementing a strategic plan – a vision that the University Faculty Senate and many others helped to craft – to help us figure out which programs and services effectively increase access, completion, and success for our students and support our economic development goals for New York State. That plan – *The Power of SUNY* – has led us here.

We know, for example, that our Educational Opportunity Programs, in place at 43 campuses, prepare financially at-risk students for college and support them as they navigate challenges throughout their enrollment. These programs work so well, in fact that every year, 30,000 people apply for just 2,500 openings.

We know that when students participate in applied learning opportunities in college, they are more engaged in the coursework and the hands-on, out-of-classroom experiences they have in area labs, businesses, and communities, which give them a considerable employment advantage after graduation, often at higher starting salaries.

We know that our students rise to the challenge of completion guarantee programs like “Finish in Four.” It is clear that in our quest to increase completion, these programs are among the most impactful, and they must be available to all SUNY students, not just to those at three campuses.

And we know that we have to embrace online learning, doing it better and more comprehensively than ever before. We have seen the initial impact and success of Open SUNY and we know, without question, that it must continue to grow.
Our strategic plan has guided us this far and, as we embark on the second phase, *The Power of SUNY 2020* promises to take us across the finish line, where evidence-based programs like these and many others are offered at full scale across SUNY.

Of course, none of this would be – or will be – possible without the continued support, input, and dedication of SUNY’s leadership, faculty, staff, and students. And that brings me to what I consider our greatest campaign victory – the collective voice with which all of SUNY advocated throughout the campaign.

Immediately following the launch of “Invest in SUNY” on February 10, where I provided executive budget testimony alongside Binghamton University President Harvey G. Stenger, SUNY New Paltz President Donald P. Christian; and Monroe Community College President Anne M. Kress, there was a noticeable shift in our campus communities. SUNY was in campaign mode.

In every region, our presidents and leaders, faculty, staff and students joined together, hosting press conferences in which they stood before the community as one and called on state legislators to increase investment in SUNY by establishing the Investment Fund and extending the rational tuition for another five years.

Student government groups at several campuses and the SUNY Student Assembly passed resolutions in support of our request. Editorial boards across the state wrote in favor of our proposals. And the University Faculty Senate’s own leadership dating back to 2000 offered a joint op-ed voicing their support.

To be sure, SUNY’s collective voice is a powerful one, and it was heard.

In all, SUNY received a year-over-year increase in operating dollars of approximately $42 million, accounting for 60 percent of the entire $90 million available to the Legislature and Governor for restorations or adds to all of higher education. That includes SUNY, CUNY, Higher Education Services Corporation’s scholarship and grant programs, the Tuition Assistance Program (TAP), and a number of miscellaneous higher education programs operated by the State Education Department (SED).

SUNY got the lion’s share. And for the first time in a long time, we got new money for those EOP programs, too.

Thank you to all of you who played a role in the campaign. I hope you’ll join us as we present more opportunities to advocate for SUNY as the Legislative session continues.
From the Provost and Executive Vice Chancellor
Alexander N. Cartwright
Provost and Executive Vice Chancellor

When I drafted my first article for this Bulletin, I was just six weeks into my role as System Provost. I was working to understand the varied responsibilities of the Provost’s Office and the work underway across System Administration. At every turn, I asked for an accounting of how what we were doing at System helped to support campuses, support students, and/or helped to advance SUNY as a leading system of public higher education. The engineer in me even asked staff to make flowcharts and diagrams so that I could be sure that I had all of the information necessary!

Now, seven months later, I can tell you that I have a much better (though still not complete) understanding of the role of System; the intersections between oversight and support; the importance of collaborative consultation; and the many opportunities made possible when campuses collaborate and because SUNY is a system. My view of SUNY today and the potential for us to work together to continue to improve what we do has risen to new heights. In fact, what’s clear to me after twenty years on the ground at the University at Buffalo and now seven months at SUNY System, is that there is no limit to the Power of SUNY. I wanted to share with you a brief summary of some of the key accomplishments of the past seven months that I believe underscore this point. You will also see that the UFS, FCCC, and Student Assembly played a key role in each of these areas, not only helping me to get up-to-speed, but in moving these initiatives forward:

- **SUNY Excels**: The SUNY Board of Trustees adopted the SUNY Excels framework, key metrics in the areas of Access, Completion, Success, Inquiry and Engagement. SUNY Excels reaffirms SUNY’s commitment to continuous improvement; provides a structure for accountability at all levels including the evaluation of campus presidents; and, helps SUNY better tell its story in support of further investment.
  As we begin the process of setting System and campus goals, we know that this is a shared process where every campus success brings benefit to the system as a whole. I want to thank the leadership of the UFS, FCCC, and Student Assembly as well as the faculty/students each organization designated to serve on the SUNY Excels’ Steering Committee. The insights of faculty and students were invaluable in helping to move this process forward.

- **Presidential Evaluations**: The Chancellor has launched a new cycle of presidential evaluations this spring based on the SUNY Excels framework—a pilot of sorts based on existing data in each key focus area. Importantly, this process has also been expanded to reflect SUNY’s commitment to shared governance. I want to commend the UFS for their work in developing a survey tool on shared governance that was actually expanded for inclusion in the evaluation process.

- **Seamless Transfer**: In response to faculty questions and concerns, my office reached out to every Chief Academic Officer and campus governance leader about waiver requests (from specific elements of the seamless transfer policy) they had submitted. We asked
each campus to verify that the waiver requests we had on file matched their list of what was submitted. We clarified the waiver review process and gave specific guidance to campuses who had been asked to redesign their program: 1) revise and resubmit for a waiver; and/or 2) appeal to the Provost. We received a total of 269 waiver requests; 62 waivers have been approved. We have received appeals to the Provost from three campuses. I worked with the presidents of the UFS and FCCC to reconvene the Student Mobility Steering Committee to serve in an advisory capacity to me on the review of waivers. The group will review the appeals, calling on discipline specific faculty if necessary, and make recommendations for my consideration.

- **Open SUNY**: Through Open SUNY, we committed to not only expanding the number of online courses and degree programs offered, but to expanding related student and faculty supports under what we call Open SUNY+. For students, that included launch of a 24/7 help desk, personal concierge services, and enhanced tutoring. For faculty, efforts focused on the launch of the Center for Online Teaching Excellence (COTE). Also launched was an institutional readiness assessment tool to help support campuses in expanding their online offerings. Our priorities now are to grow the number of students and faculty who have access to Open SUNY+ resources and to expand conversations on Open Educational Resources, including journals.

- **Applied Learning**: The Provost’s Advisory Council on Applied learning now has a representative from almost every SUNY campus. Each representative was charged with forming an applied learning team on campus that would work toward achieving the Chancellor’s goal of an opportunity for an applied learning experience for every SUNY student. Apart from this process, the Governor’s support for applied learning resulted in related language in this year’s budget bill. I convened a meeting of the leadership of the UFS, FCCC and the Student Assembly to advise me on carrying out the new legislation in a way that would build on our existing momentum. Based on their counsel and in compliance with the legislation, when the SUNY Trustees meet in May, we will ask them to adopt a resolution charging my office to work with the FCCC, UFS and Student Assembly on an applied learning plan. I will convene a steering committee—with faculty representatives from UFS, FCCC, and Distinguished Academy as well as students—who will lead the planning process.

- **Diversity Task Force**: SUNY System Chief Diversity Officer Carlos Medina and I have had the distinct pleasure of co-chairing SUNY’s Diversity Task Force, comprised of the leadership of the UFS, FCCC, and Student Assembly as well as faculty and administrators from across SUNY. This has been an incredibly motivated and energizing group who all truly understand that diversity—in all of its shapes and sizes—strengthens everything we do. The Task Force has been hard at work and just distributed their first set of recommendations, in draft form, for campus comment and review. The goal of the Task Force is to bring recommendations to the June meeting of the SUNY Trustees. Importantly, the Task Force has agreed to stay convened through the next academic year to assist with implementation and anticipates some additional recommendation and production of a summative report.
• **Research**: Also occurring over the past seven months was my appointment as Interim President of the Research Foundation for SUNY, an expansion of my responsibilities as Provost and Executive Vice Chancellor. As an active researcher throughout my career at UB, I was very familiar with the Research Foundation. I understand that while our collective research base has grown by over 65% over the past 10 years, maintaining our standing is challenging due to the overall decrease in federal funding. We have launched a number of initiatives to try to better our position here because we know that research opportunities are important experiences for our students and the professional development of our faculty. Research is also the means by which the University contributes solutions to society’s most pressing challenges; helps restore and translate some of the world’s most important scholarly and creative works; and a key way in which SUNY drives the economic development of New York State. One of my first actions in this new capacity is to begin a search for a Vice Chancellor for Research and Economic Development. A person who will be a champion for research in all disciplines, including the arts and humanities, and who will also help us keep pace with the changing face of graduate education.

Our work in all of these areas, and the many more that I did not have room to highlight, support my confidence in SUNY and our ability to work together toward continued improvement. To all of the readers of this *Bulletin*, I know how hard each and every one of you works to support your students and your campuses. Thank you for that and, importantly, thank you for also making it a priority to look beyond your campus to contribute to System initiatives and to collaborate with your fellow SUNY campuses. It is all time intensive, often challenging work that ultimately benefits all those who participate and brings lasting rewards to our students, system and state.
Greetings to all. I was delighted when I received a request from Editor Norman Goodman, Ph.D. to write for the Bulletin of the SUNY University Faculty Senate. Preparing my thoughts for my first article, I read several past issues. The Bulletin informs on SUNY news and relevant issues, as well as on broader issues within the field of higher education. I enjoyed the read! Although the reading did delay my writing and I had to request an extension to my deadline, which Dr. Goodman graciously granted.

I want to introduce myself to you. I am the youngest in a family of seven. My siblings and I are fortunate to have a father, who is the first in his family to receive a college degree, and through his personal experience, evolved to value education so highly and committed to providing that experience to all of his children. The result is that six of us are alumni of a SUNY and one of us is an alumnus of CUNY. And four of my siblings are passionate educators in the K-12 sector. I feel fortunate and privileged to have had the opportunity in my career to contribute my skills and talents to the higher education sector.

My father did receive his education from his time in the Army during World War II. He did not benefit from the GI Bill, but actually received his education from Virginia Tech while in service. Due to a vision impairment, he was not sent overseas for active duty but remained in an administrative role at the base situated at Virginia Tech. His Commander provided the opportunity for my father to pursue his studies and he graduated with a degree in electrical engineering. Now my story may not be that unique – many baby boomers were encouraged by their “Greatest Generation” parents to go to college. But I do think my father is special – he encouraged my mother to pursue her nursing degree at the time I, the youngest entered kindergarten. I have early memories of my father organizing “the troops” to get the household tasks done enabling my mother’s educational pursuit.

Needless to say, I am passionate about the value of a higher education. I have invested the last 18 years of my professional time at Rensselaer Polytechnic Institute, where I was privileged to participate in a campus wide effort to create the strategic plan – the Rensselaer Plan, and then finance that plan through the development of budget plans with investment requests to the Board of Trustees, the alumni and a wider audience of the external investment community. I am delighted and honored to bring my skills to the SUNY System with its broader access and therefore impact in the higher education space. The Power of SUNY is real, and a path is further defined with SUNY Excels! I have been at SUNY now for four months. True to the SUNY motto To Learn, To Search, To Serve; I have been studying and learning, and seeking how best to serve, enable this enterprise to thrive. I am eager to meet and work with the University Faculty Senate, collaborating behind the shared goal of doing our best for the State University of New York.

I have attached the summary, shared with the SUNY Board of Trustees, of the 2015/2016 Enacted Budget. The year-over-year increase in operating dollars is approximately $42M. It is
important to note that the entire dollar value available to the Legislature and Executive for restorations or adds to higher education was $90M. Higher education, in this case, refers to all of SUNY, all of CUNY, all of Higher Education Services Corporation’s scholarship and grant programs, all of the Tuition Assistance Program, and those miscellaneous higher education programs originating from the State Education Department. This means that we received 46% of the available dollars—which is a show of support for SUNY and a solid beginning for us all to proceed.
State University of New York (SUNY)
2015/16 Enacted\(^1\) Budget Summary – 3/31/2015

Background:

Starting last Friday night and through today, the components of the 2015/16 Enacted State Budget have been released. All information pertinent to the State University is now available, and the below represents an initial review of their contents. Further, and more detailed, information will be provided in the coming days to the specific sectors following more analysis and discussion with the Division of the Budget (DOB) and Executive/Legislative staff.

The below write-up and tables include information on funding changes, as well as a brief summary of legislative changes that are currently found in the statutory language accompanying the funding bills.

Funding Changes:

The 2015/16 Enacted Budget provides a total increase of $42.2M in direct State tax support to the entire State University of New York above Enacted 2014/15 levels, broken down as follows. Please note this only reflects funding provided directly to SUNY and does not include funding made available in other areas of the budget.

State-operated Campuses: +$15.1M

<table>
<thead>
<tr>
<th>Event / Action</th>
<th>Value (SM)</th>
</tr>
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<tbody>
<tr>
<td>2014/15 Enacted Budget</td>
<td>$715.6</td>
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<tr>
<td>Executive Reductions</td>
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<tr>
<td>Salary Support</td>
<td>$(7.6)</td>
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<td>Enacted Adds/Restorations</td>
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<tr>
<td>Investment and Performance Fund</td>
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<td>Salary Support Restoration</td>
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<td>Subtotal Adds/Restorations</td>
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<tr>
<td>2015/16 Enacted Budget</td>
<td>$730.7</td>
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</table>

$ Change +$15.1
% Change +2.1%

Please note

- The 2015/16 Enacted Budget continues the Executive Budget proposal to have the State centrally appropriate and manage the “direct general State charges” managed prior by System Administration.
- Transfers from the State’s general fund are sufficient to meet all State-funded appropriated amounts.

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\(^1\) Pending final passage by both houses of the Legislature and signing into law by the Governor

\(^2\) 2015/16 Enacted Budget also includes sufficient tuition revenue spending authority to accommodate proposed 2015/16 tuition rates and projected enrollment. In addition it appropriates the same level of authority for General IFR, SUTRA, and Dormitory Operations as 2014/15, and re-appropriates 2014/15 General IFR spending authority into 2015/16
## Statutory Campuses Year-to-Year Direct State Tax Support

<table>
<thead>
<tr>
<th>Event / Action</th>
<th>Value ($M)</th>
</tr>
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<tbody>
<tr>
<td><strong>2014/15 Enacted Budget</strong></td>
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<tr>
<td>Alfred Ceramics</td>
<td>$8.1</td>
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<tr>
<td>Cornell Statutory</td>
<td>78.9</td>
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<tr>
<td>Cornell-wide programs</td>
<td>42.3</td>
</tr>
<tr>
<td>Cornell Cooperative Extension (CCE)</td>
<td>4.2</td>
</tr>
<tr>
<td><strong>Grand Total Statutory Campuses</strong></td>
<td><strong>$133.5</strong></td>
</tr>
</tbody>
</table>

| Executive Reductions         |            |
| **Harvest NY CCE Reduction** | $(0.3)     |

| **Enacted Adds/Restorations** |            |
| **Harvest NY CCE Restoration** | $0.3       |
| **Harvest NY CCE Add**         | 0.3        |
| **Subtotal Adds/Restorations** | $0.6       |

| **2015/16 Enacted Budget**   |            |
| Alfred Ceramics              | $8.1       |
| Cornell Statutory            | 78.9       |
| Cornell-wide programs        | 42.3       |
| Cornell Cooperative Extension (CCE) | 4.5   |
| **Grand Total Statutory Campuses** | **$133.8** |

| $ Change                     | +$0.3      |
| % Change                     | +0.2%      |

Note that $0.5M in direct State support for the Cornell Statutory Veterinary College program is reflected in the central University-wide program area.
Community Colleges:

### Community Colleges Year-to-Year Direct State Tax Support

<table>
<thead>
<tr>
<th>Event / Action</th>
<th>Value ($M)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2014/15 Enacted Budget</strong></td>
<td></td>
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<tr>
<td>Base Aid ($2,497/FTE)</td>
<td>$459.1</td>
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<tr>
<td>Categorical Programs</td>
<td>22.4</td>
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<tr>
<td>Grand Total Community Colleges</td>
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<tr>
<td><strong>Executive Reductions/Eliminations</strong></td>
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<tr>
<td>Child Care Reduction</td>
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<td>GAP Program Elimination</td>
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<td>Subtotal Reductions/Eliminations</td>
<td>$(2.4)</td>
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<td><strong>Enacted Adds/Restorations/Other</strong></td>
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<td>+$100/FTE Base Aid Increase</td>
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<tr>
<td>Community Schools Grants Awards*</td>
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<tr>
<td>GAP Program Restoration</td>
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<tr>
<td>Career Centers Integration*</td>
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<td>Child Care Restoration</td>
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<td>Child Care Add</td>
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<td>Orange County CC Bridges Program*</td>
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<td>Base Aid ($2,597/FTE)</td>
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<td><strong>$ Change</strong></td>
<td>+$17.1</td>
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<tr>
<td><strong>% Change</strong></td>
<td>+3.6%</td>
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</tbody>
</table>

Please note:

“*” Denotes a new program provided in the 2015/16 Enacted Budget. Information will be provided as soon as available.

Categorical Programs and individual changes are as follows:

<table>
<thead>
<tr>
<th>Program</th>
<th>2014/15 Value ($M)</th>
<th>2015/16 Value ($M)</th>
<th>$ Difference</th>
<th>% Difference</th>
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</thead>
<tbody>
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<td>$11.6</td>
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<td>-</td>
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<td>-</td>
<td>-</td>
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<tr>
<td>Contract Courses</td>
<td>1.9</td>
<td>1.9</td>
<td>-</td>
<td>-</td>
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<tr>
<td>High Needs</td>
<td>1.7</td>
<td>1.7</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Child Care</td>
<td>1.7</td>
<td>2.1</td>
<td>0.4</td>
<td>23.5%</td>
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<tr>
<td>GAP Program</td>
<td>1.7</td>
<td>1.5</td>
<td>(0.2)</td>
<td>-11.8%</td>
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<tr>
<td>Low Enrollment</td>
<td>0.9</td>
<td>0.9</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Community Schools Grants</td>
<td>-</td>
<td>1.5</td>
<td>1.5</td>
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</tr>
<tr>
<td>Career Centers Integration</td>
<td>-</td>
<td>1.0</td>
<td>1.0</td>
<td>N/A</td>
</tr>
<tr>
<td>Orange County CC Bridges Program</td>
<td>-</td>
<td>0.3</td>
<td>0.3</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>$22.4</strong></td>
<td><strong>$25.4</strong></td>
<td><strong>$3.0</strong></td>
<td><strong>13.4%</strong></td>
</tr>
</tbody>
</table>
### Teaching Hospitals Year-to-Year Direct State Tax Support

<table>
<thead>
<tr>
<th>Event / Action</th>
<th>Value ($M)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014/15 Enacted Budget</td>
<td>$87.8</td>
</tr>
<tr>
<td>Executive Reductions</td>
<td></td>
</tr>
<tr>
<td><em>Reduction in support to reflect sale of LICH</em></td>
<td>$(18.5)</td>
</tr>
<tr>
<td>Enacted Adds/Restorations</td>
<td></td>
</tr>
<tr>
<td><em>Restoration</em></td>
<td>$18.5</td>
</tr>
<tr>
<td><em>Add</em></td>
<td>0.1</td>
</tr>
<tr>
<td>Subtotal Adds/Restorations</td>
<td>$18.6</td>
</tr>
<tr>
<td>2015/16 Enacted Budget</td>
<td>$87.9</td>
</tr>
<tr>
<td>$ Change</td>
<td>+$0.1</td>
</tr>
<tr>
<td>% Change</td>
<td>+0.1%</td>
</tr>
</tbody>
</table>

Please note that the authority provided to the three teaching hospitals and the Long Island Veterans Home remain primarily unchanged from the 2015/16 Executive Budget. However, additional spending authority in the amount of $18.6M has been provided for the teaching hospitals operating account, reflecting the legislative addition of funding as outlined above.
### University-wide Year-to-Year Direct State Tax Support

<table>
<thead>
<tr>
<th>Event / Action</th>
<th>Value ($M)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014/15 Enacted Budget</td>
<td>$134.6</td>
</tr>
<tr>
<td><strong>Executive Reductions/Eliminations</strong></td>
<td></td>
</tr>
<tr>
<td>EOP Reduction</td>
<td>$(1.3)</td>
</tr>
<tr>
<td>ATTAIN Elimination</td>
<td>(1.0)</td>
</tr>
<tr>
<td>Cornell Veterinary College Reduction</td>
<td>(0.3)</td>
</tr>
<tr>
<td>Stony Brook Marine Animal Lab Elimination</td>
<td>(0.3)</td>
</tr>
<tr>
<td>Energy Smart and Healthier NY Reduction</td>
<td>(0.1)</td>
</tr>
<tr>
<td>Seamless Education Pipeline Reduction</td>
<td>(0.1)</td>
</tr>
<tr>
<td><strong>Subtotal Reductions/Eliminations</strong></td>
<td>$(3.0)</td>
</tr>
<tr>
<td><strong>Enacted Adds/Restorations/Other</strong></td>
<td></td>
</tr>
<tr>
<td>EOP Restoration</td>
<td>$1.3</td>
</tr>
<tr>
<td>EOP Add</td>
<td>4.4</td>
</tr>
<tr>
<td>ATTAIN Restoration</td>
<td>1.0</td>
</tr>
<tr>
<td>ATTAIN Add</td>
<td>1.5</td>
</tr>
<tr>
<td>EOC Add</td>
<td>1.5</td>
</tr>
<tr>
<td>Small Business Development Centers Add</td>
<td>1.5</td>
</tr>
<tr>
<td>Graduate Diversity Fellowships Add</td>
<td>0.6</td>
</tr>
<tr>
<td>Cornell Veterinary College Restoration</td>
<td>0.3</td>
</tr>
<tr>
<td>Stony Brook Marine Animal Lab Restoration</td>
<td>0.3</td>
</tr>
<tr>
<td>American Chestnut Tree Project*</td>
<td>0.1</td>
</tr>
<tr>
<td>Charter Schools Institute Add</td>
<td>0.1</td>
</tr>
<tr>
<td><strong>Subtotal Adds/Restorations</strong></td>
<td>$12.6</td>
</tr>
<tr>
<td>2015/16 Enacted Budget</td>
<td>$144.2</td>
</tr>
</tbody>
</table>

| $ Change   | +$9.6 |
| % Change   | +7.1% |

Please note that “*” indicates a new program and that totals may not add due to rounding.

A list of 2015/16 Enacted Budget University-wide programs and their values is available upon request.
Capital:

The enacted capital budget for SUNY campuses is largely consistent with recommendations initially proposed by the Governor in the Executive Budget, prior to the 30-day amendments, as detailed in the table below. The Governor’s proposal to extend the authorization to award design-build contracts to all state agencies and authorities, including SUNY and CUNY, is NOT included in the enacted budget.

<table>
<thead>
<tr>
<th>Summary of 2015/16 Capital Items</th>
<th>2015/16 Executive Budget ($M)</th>
<th>2015/16 Enacted Budget ($M)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Educational Facilities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>System-wide Critical Maintenance</td>
<td>$200.0</td>
<td>$200.0</td>
</tr>
<tr>
<td>• For existing facilities only</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Allocated to each campus based on SUBOA formula</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stony Brook – Critical Maintenance</td>
<td>$19.0</td>
<td>$19.0</td>
</tr>
<tr>
<td>Binghamton School of Pharmacy*</td>
<td>$50.0</td>
<td>$50.0</td>
</tr>
<tr>
<td>Cornell College of Veterinary Medicine**</td>
<td>$19.0</td>
<td>$19.0</td>
</tr>
<tr>
<td><strong>Community Colleges</strong></td>
<td>$143.3</td>
<td>$143.3</td>
</tr>
<tr>
<td><strong>Residence Halls (pay-as-you go)</strong></td>
<td>$50.0</td>
<td>$50.0</td>
</tr>
<tr>
<td><strong>Hospitals</strong></td>
<td>$0.0</td>
<td>$0.0</td>
</tr>
<tr>
<td><strong>Other Economic Development Programs</strong></td>
<td>$55.0</td>
<td>$55.0</td>
</tr>
<tr>
<td>SUNY 2020 Round V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regional Economic Development Councils – Initiatives</td>
<td>$150.0</td>
<td>$150.0</td>
</tr>
</tbody>
</table>

*$25M in SUCF/$25M in Economic Development

**In Economic Development

In addition, several prior year re-appropriations for specific projects have been repurposed, including:

- $12.5M originally appropriated to Upstate to renovate the Binghamton Castle has been redirected to Binghamton University.
- Language for three Delhi re-appropriations for the Day Care Center, Farrell Hall and Student Union allows the remaining balances on these projects to be used for the renovation of academic laboratories, including the Culinary Demonstration Lab.
- $24.2M for two re-appropriations for Stony Brook’s Computational Biomedicine Visualization facility have been redirected to fund an indoor practice facility/exam center.
- Two re-appropriations ($10.5M State share) for Sullivan CC’s Center for Advanced Science and Technology repurposed for the Healthy World Studies and Technology Institute.
<table>
<thead>
<tr>
<th>Item</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SUNY Performance and Improvement Fund</strong></td>
<td>State-operated campuses become eligible for a share of the $18.0M noted above – pursuant to a methodology determined by the Chancellor and approved by the Board of Trustees - upon completion and approval of a “performance improvement plan”. Such approval will be provided by the Board of Trustees and the plan will be developed for use in future years. Plans will include, but are not limited to, improving access, completion, academic and post-graduation success, research, and community engagement. Funds may be used for such purpose as designated by the Chancellor and approved by the Board of Trustees.</td>
</tr>
<tr>
<td><strong>Community College Regional Councils</strong></td>
<td>System Administration shall work to create “Community College Regional Councils”, which shall: A) Exist only outside of NYC, B) Be such regions as defined by the Chancellor, C) Have members appointed by the Chancellor, D) Have Chairs who are sitting community college presidents, E) Have as their charge to set program development, enrollment, and transfer goals within each region, coordinate education and training program offerings within each region, establish goals to improve student outcomes.</td>
</tr>
<tr>
<td><strong>Get On Your Feet Loan Forgiveness Program</strong></td>
<td>Under this program, New York State will pay the first two years of monthly student loan obligations under the Federal “Pay As You Earn” (PAYE) program to students who meet certain criteria.</td>
</tr>
<tr>
<td><strong>Standardized Financial Aid Award Letters</strong></td>
<td>Requires standard financial aid award letter by December 31, 2015 for colleges and vocational institutions to use in responding to financial aid applicants for the 2016/2017 academic year and on.</td>
</tr>
<tr>
<td><strong>Experiential Learning Requirement</strong></td>
<td>Requires the Boards of Trustees of the State University of New York and the City University of New York to each pass a resolution by June 1, 2015 in favor of developing a plan to offer approved experiential/applied learning activities to students.</td>
</tr>
<tr>
<td><strong>Creation of SUNY “DSRIP” Escrow Account</strong></td>
<td>Creates “SUNY DSRIP” Escrow account to facilitate SUNY hospital participation in the federal DSRIP program.</td>
</tr>
<tr>
<td><strong>Disabled Student Tuition Assistance Awards</strong></td>
<td>Amends requirements for “satisfactory progress towards completion” for disabled students receiving TAP as defined by the ADA Act of 1990.</td>
</tr>
<tr>
<td><strong>Foster Youth College Success Initiative</strong></td>
<td>Provides for grants to SUNY, CUNY, and certain institutes of private higher education to provide expanded opportunities for foster youth.</td>
</tr>
<tr>
<td><strong>Community College/BOCES AOS Degree Pursuit</strong></td>
<td>Authorizes the SUNY Community College Boards of Trustees to consult with the boards of BOCES to identify new or existing programs that would allow a student to pursue an AOS degree at a community college following high school graduation.</td>
</tr>
<tr>
<td><strong>NY-AIMS Merit Scholarship Program</strong></td>
<td>Provides up to 5,000 new awards a year for $500/year up to four or five years to students who meet certain award criteria.</td>
</tr>
<tr>
<td><strong>New York State Masters-in-Education Teacher Incentive Program</strong></td>
<td>Creates the New York State Masters-in-Education Teacher Incentive Scholarship Program which will provide two year’s worth of SUNY tuition (or the cost of tuition, whichever is less) that meet certain criteria.</td>
</tr>
<tr>
<td><strong>Graduate-Level Teacher Education Program Standards</strong></td>
<td>Requires every institution registered by SED offering a graduate-level teacher and leader education program to adopt rigorous selection criteria to predict a candidate’s academic success in said program.</td>
</tr>
</tbody>
</table>
Please note that several items included in the Executive Budget (Expedited Program approval, Uniform Sexual Violence Prevention, and the DREAM Act) or Legislative One House Bills (Community College tuition limitations), were not included in the final legislation accompanying the Enacted Budget.
What’s a college education for? Redux
In the 2013 Spring/Summer issue of the Bulletin, I argued against the perception held by some key stakeholders that the primary, if not sole, function of a university education is to give students the skills necessary to be successful in the world of work. To the best of my knowledge, nobody intimately involved in higher education would deny the importance of providing students with those skills because, as David Leonhardt reports in a recent article in the New York Times (April 24, 2015), “The unemployment rate among college graduates ages 25 to 34 is just 2%, even with the many stories you hear about out-of-work college graduates. They’re not generally working in menial jobs, either.” However, increasingly, job preparation is being seen as the sole or primary function of the college experience. This perspective is exemplified in the attempt by Scott Walker, Governor of Wisconsin and a likely candidate for the Republican nomination for President of the United States, to change the “Wisconsin Idea,” the mission of the University of Wisconsin, from the “search for truth” and “the struggle to improve the human condition” to “meet the state’s work force needs.” This view was similarly reflected years earlier by the actions of Ronald Reagan just after he became the governor of California, as Frank Bruni, a columnist for the New York Times, pointed out in a column on February 11, 2015. In the course of slashing spending for the University of California system, Reagan argued that taxpayers shouldn’t be “subsidizing intellectual curiosity” and that “there are certain intellectual luxuries that perhaps we could do without.” In my earlier column, I also pointed out that Governors in Texas and North Carolina (both Republicans, like Walker and Reagan) urged a “reform” agenda for higher education that was focused on having their graduates’ “ready-made for jobs.”

Lest my comments be considered politically partisan, I point out that President Barak Obama and Governor Andrew Cuomo (both Democrats) seem to share a similarly constricted perspective of the value of a college education. President Obama’s decision to establish a “rating system” of institutions of higher education prominently includes economic factors, like the cost of going to college (perfectly laudable) and the level of earnings at some point after graduation (not so laudable). Clearly, a person’s salary in a job after college will vary depending on the specific job, which puts colleges and universities (not to mention their students) that emphasize and graduate many students in the Humanities, Fine Arts, and the Social and Behavioral Sciences (excluding Economics) at a clear disadvantage. The Administration’s perception of higher education solely or even primarily through an economic lens is also exemplified in the statement by Dr. Jamienne Studley, a deputy under-secretary in the United States Department of Education—the agency charged with creating the evaluative tool—that rating colleges and universities is “like rating a blender,” clearly revealing an appalling lack of understanding of the nature of higher education that is difficult to understand given the fact that she had been the president of Skidmore College.

Governor Cuomo evidences a similarly constricted view of higher education. In his budget message/State of the State “Opportunity Agenda” address, he spoke of higher education solely in terms of economic development and training for jobs. His economic focus is also revealed in significant elements of his 2015-16 budget proposal. In an article in Capital Playbook (March 4, 2015), Will Brunelle points out that Governor Cuomo’s proposed budget withholds 10% of appropriate funds until SUNY and CUNY campuses produce “performance improvement plans”
and it “calls for schools to outline ‘financial incentives for campus presidents who provide proven leadership resulting in commercialization of research through the Start-Up-NY program’.” Deborah Glick, who chairs the New York State Assembly’s Higher Education Committee, has indicated that linking funding that supports general academic programs to an economic development program could create dangerous conflicts of interest for schools and their leaders. It should be pointed out at the present time, the Start-Up-NY program has been under bipartisan attack because while it promised much, it has produced little—at least to this point. So far, the program has created only 76 new jobs, bringing in $1.7 million in private investment but costing $53 million in advertisements. However, this is a 10-year program and it appears too early to assess its effectiveness.

Governor Cuomo’s focus on the economic benefits of a college education can also be seen in another element of his budget. Initially, his budget message required the Boards of Trustees of SUNY and CUNY to make “applied learning/experiential education” a mandatory requirement for graduation from their institutions. However, under pressure from faculty groups and unions the Boards of Trustees are now asked to have campuses consider the role of applied learning/experiential education in the curriculum, but not necessarily to make it a graduation requirement. In indicating the purpose of this requirement, Governor Cuomo’s budget message states that it is “to ensure our public institutions of higher education connect students to employers and jobs.” I believe that most faculty would agree that applied learning/experiential education is a highly desirable component of a curriculum. However, not only do they not agree with political intrusion into the academic determination of curriculum requirements but, in this case, they would oppose having applied learning/experiential education defined solely in economic terms of internships and cooperative education, as it is in the budget message. The various ways that applied learning/experiential education has been included as part of the curriculum of many institutions of higher education for many years—e.g., in terms of research and scholarly activity, service learning, study abroad, field work, leadership training, performance and creative activity—which truly connect students to valuable experiences beyond the classroom, is not even mentioned.

The increasingly narrow view of college as primarily a venue for preparation to enter the labor force serves to channel students’ choice of an institution of higher education and their choice of an academic major, which is not necessarily the wisest criterion for a decision that will have a life-time effect. For many, if not most, students the college years are a time of intellectual, social, personal, and moral growth. It is a time to develop values and skills that will make them happy and well-functioning adults as well as competent citizens in a civil society. In fact, no less a person than Thomas Jefferson said that “An educated citizenry is a vital requisite for our survival as a free people.” And, as David Leonhardt points out in the article referred to earlier, “College graduates are also healthier, happier, more likely to remain married, more likely to be engaged parents and more likely to vote, research has found,” which are clearly benefits beyond getting a good job.

Changing the mindset of key stakeholders such as legislatures, governors, parents, and students themselves, who often view college as job preparation, will not be easy. The “job payoff” is direct, highly visible, and easily quantifiable. The other, equally important, effects of a college education for the graduate and for society are more subtle and less immediately obvious. So, for
those of us who take a more expansive view of a college education, what is to be done? We, faculty and professional staff, who labor in the vineyards of higher education, who have a direct and up-close view of the effect that college has on our students, and how that experience is likely to affect their lives beyond just their jobs or careers, have a special responsibility to communicate this to our students and to the other stakeholders; to make it clear to them that students are social and moral as well as economic beings. We need to reiterate to our students that the college experience provides them with the opportunity to develop those values, beliefs, attitudes, and skills that will serve them well in all facets of their life over their lifetime. In fact, an earlier survey of CEOs of major corporations indicate that the skills that they believe necessary in people they wish to hire (analytic ability, communicative skills, and the facility of working effectively with others) not only can be acquired in almost any academic major, but are also useful to living a productive and enjoyable life beyond the world of work. Equally relevant to the argument being put forth in this column is the fact that data from the Department of Labor suggest that the jobs of today will not necessarily be the jobs of tomorrow. Consequently, focusing higher education on skills necessary for today’s job market may not benefit either the graduate or society. In addition, in contrast to previous generations, workers today more frequently change their jobs numerous times so that there is no necessary direct connection between their academic major in college and their job/career 5 or 10 years down the road.

Consequently, this is a clarion call for faculty, staff, and administrators to use all the venues available to us (the press, television, radio, talks to community leaders and members, meetings with legislators, etc.) to communicate the wide-ranging value of a college education beyond getting a good job to all the stakeholders. To do so is not only in our interests, but, more importantly, it is also in the best interests of our students.
In the Spotlight

[Editor's note: In this section, there is a detail description of the recent activities of one of the University Faculty Senate's Standing Committees to increase the visibility of the activities of the Senate, which depends on the detailed work of its Standing Committees, and how its actions play a role in affecting SUNY policies and programs that eventually impact the individual campuses.]

Student Life Committee

Kelley J. Donaghy, Chair
SUNY College of Environmental Science and Forestry

Charge
The Student Life Committee’s charge is to be “concerned with significant educational, developmental, social, cultural and recreational policies, programs, issues and services that affect the quality of student life and the campus environment of the State University of New York.” Over the past several years this has evolved to be understood by the committee to be a group of faculty, staff and students working together who are concerned with student health and wellness, student activities, and identifying best practices and programs that contribute to timely student degree completion.

The committee is staffed by an almost equal representation of student life professional staff and faculty. In addition to the Assistant Vice Chancellor for Student Affairs, the committee is rounded out with the President of the Student Assembly. The committee work is largely carried out via conference calls with the goal of at least two face to face meetings a year. While we are a diverse group representing most sectors of SUNY, it is safe to say we are all here because we believe that the student experience is central to higher education and we are all devoted to making the student experience the best we can!

General Activities
Over the past five years the committee has published papers, statements and presented the University Faculty Senate (UFS) with resolutions concerning the student experience. In addition to our publication of “SUNY Traditions,” we are also hoping to launch an annual student life workshop to foster collaboration between faculty, student life professional staff and students. Our activities over the past several years are highlighted here.

Traditions. This publication, first published in 2008 is a compilation of the campus traditions that bring together faculty, staff and students. Recognizing that the heart of the academic mission requires close collaborations among these three groups is central to the student experience, Traditions celebrates and describes events on different campuses that purposefully and intentionally fortify and celebrate these interactions. The 2015-2016 Student life committee plans to revisit the Traditions publication with a special edition on the growing number of inclusiveness initiatives for gender and sexual identity.

Student Health and Wellness. Recognizing that college is stressful for many students, that they are away from home and exposed to new challenges and opportunities, the Student Life
Committee has sought to understand the role that faculty and staff play in making these transitions to college better. Of recent interest has been the rise of heroin use, the decrease in student working hours in response to the Affordable Care Act, and Sexual Assault Prevention. In 2014, the committee met with a professional from the New York State Health Department and learned about the new challenges associated with heroin addiction and use. While some might argue that heroin is not new and these problems have existed from time infinitum, with easier access and seemingly less stigma associated with drug abuse heroin has become a significant problem. The committee fully supports “Combat Heroin,” New York State’s Heroin information and assistance program and, at the fall 2014 UFS meeting it submitted Resolution 168-07-1 asking that all University Police Officers be trained and armed with Naloxone (Narcan) for emergency use, which was approved by the senate.

In 2008, the student life committee wrote a white paper about student health insurance, their findings at the time indicated that more than 20% of all college students nationwide lacked health insurance and asked that SUNY continue to monitor student health and the impact of student health insurance. While the Affordable Care Act has perhaps reduced that number and the associated health risks, it has created unforeseen other challenges. In 2014, the SUNY Human Resources Office issued a statement indicating that students could not work in a student assistant position for more than 29 hours a week to avoid SUNY having to pay for their health insurance. For some students, this meant having to find jobs off campus or working at jobs that were perhaps not at all related to their academic mission in order to make ends meet. Additionally, in the spring of 2015, further rollbacks on student hours have occurred. The Student Life committee drafted a resolution for the UFS to ask the Chancellor and the State of New York to modify this policy or to find a way to provide student with insurance so that they can work on campus at jobs that may have an overlap with their academic goals. Resolution 168-05-1 was passed by the UFS asking that the System Administration work with the State of New York to remove the reduction and provide students with insurance.

**Sexual Violence.** The SUNY Board of Trustees passed a resolution in October of 2014 concerning the Sexual Assault Response and Prevention that required uniform policies and procedures across SUNY Campuses. The chair of the Student Life Committee is now a member of the Sexual Violence Prevention team, a large group of faculty, professional staff and SUNY administrators that is working on fostering campus climate surveys and is charged with overseeing orientation, peer counselor training, bystander education as well as faculty and staff education. Further, at the Fall 2014 meeting, the UFS passed Resolution 168-01-1 in support of the SUNY Board’s resolution.

**Hazing and Bullying.** The student life committee continues its work on bringing attention to the similarities and differences between these two topics, the first being a rite de passage and the second an act intended to intimidate or embarrass. Both can have similar consequences. While hazing is prosecuted, bullying is generally lumped under harassment and the stigma associated with that term means that bullying incidents often go unreported. In a poll of chief student affairs officers (CSAO’s) at their 2015 Winter meeting, only 65% of reporting campuses indicated that bullying is identified in their student code of conduct and yet 55% of the campuses report indicate that there are incidents of bullying on campus and that 28% of campuses report
several cases a month where faculty call student affairs looking for help with belligerent and class civility issues. A full report to the UFS is expected for the Fall Plenary in 2016.

Veterans’ Affairs. There has been a substantial increase in the number of veteran students attending college and a growing recognition of some of the unique challenges these students face. The committee seeks to facilitate an open discussion on the campuses to help these students succeed. In 2013, The Obama Administration endorsed the 8-Keys to Student Success. Following the lead of the General Assembly of the SUNY Student Assembly, the Student Life committee presented Resolution 169-01-1 to the UFS asking each campus President and Campus Governance Leader to support the 8-keys on their campuses. The UFS passed the resolution unanimously.

Cost of Instructional Materials. Financially, many of our students are reaching a breaking point as they increasingly bear more of the burden for their education due to a reduction in state and federal aid. Therefore, seemingly small things can make a big difference in their ability to complete their degrees. One of these is the increasing and seemingly out of control costs for instructional materials. Textbooks or clickers for multiple courses can add up to more than a $1000 a semester, and many students report not purchasing the texts or forfeiting any grade points afforded by clicker participation. Therefore, the Student Life Committee has advocated for low cost publishing methods, for faculty to accept and encourage the use of older editions of textbooks when possible, and to make sure that their campus bookstores support textbook rental and have reasonable buy-back policies. When possible the adoption of open source textbooks or Open SUNY textbooks is highly encouraged. At the UFS 2014 Spring Plenary a resolution on textbook affordability was introduced to the floor, it was tabled and the committee worked diligently on a second resolution asking Chief Academic Officers to encourage faculty to adopt low-cost instructional materials. The UFS passed Resolution 168-04-1 at the UFS 2014 Fall Plenary.

Student Life Workshop 2015. A large share of our time in academic year 2014-2015 has been devoted to planning and staging a conference on encouraging collaboration between student affairs professionals and faculty. Over the past year, the chair of the Student Life has been invited to participate and make a presentation at the CSAO’s quarterly meetings. This has lead to a larger conversation about the disconnect between faculty and student affairs professionals. Recognizing that the students are at the heart of what we do, it seems natural that if these two groups work together better, and understand what the role of faculty in student affairs should be with more clarity, that the student experience would be enhanced. The results of the periodic SUNY Student Opinion Surveys indicate that students who rank faculty/student interaction high, also receive high marks for job placement and report satisfaction in the student experience. The workshop will invite faculty and student affairs professionals to hear speakers on topics of interest to faculty and professional staff with breakout sessions designed to encourage conversation and probe different ways of looking at an issue. We hope to break down the artificial boundaries that seem to encumber faculty engagement with students and to find areas where mutual support enhances the campus community.

The Student Life Committee Chair is a non-voting invited guest of the UFS Executive Committee, attends its meetings prior to each plenary, participates in conference calls and offers
presentations at the SUNY CSAO’s meeting when possible. The committee works to ensure the best student experience and to foster and create collaborative opportunities between faculty, student life professionals and students which strengthens shared governance and contributes to the growing body of research that indicates that positive student life experiences contribute to student success and completion. Students should come first, and faculty and student affairs professionals working in concert will enhance student satisfaction and promote timely degree completion.
Speak Out!

[Editor’s note: This section provides a mechanism for communication among administrators, faculty, and professional staff about issues that are relevant to SUNY or to the field of higher education. The views and comments expressed here are not necessarily those of the editor, the Executive Committee, or the University Faculty Senate. Submissions for this section or comments about articles in it should be sent to the editor and should not generally exceed 2,500 words.]

LGBTQ2AI Matters

Noelle Chaddock, SUNY Cortland and Timothy Gerken, Morrisville State College

Each person
Has one big theory to explain the universe
But it doesn’t tell the whole story
And in the end it is what is outside him
That matters, to him and especially to us.
---from John Ashbery’s Self-Portrait in a Convex Mirror

The world outside of each of us and the world inside of each of us can never be truly shared. We can share how we feel and what we see, but the story we tell will always be conditioned on the values of our listener. The stories furthest away from a culture’s norms and values become harder to live and share. A society’s willingness to adopt these new(er) stories is part of its becoming. Philosopher Gilles Deleuze believed that “democracy requires the governance of majorities, but a politics of difference also welcomes and respects minority-becomings, that is, unfamiliar ideas, actors, positions, practices, and parties.”

Becoming is a process of movement. The movement from gay and lesbian, to Gay, Lesbian, Bi, to LGBT to LGBTQ2AI (Lesbian, Gay, Bisexual, Trans, Queer, Questioning, Ally, Intersexed) suggests that our understanding of ourselves continues to grow. The struggles faced by this assemblage deserve the same support as all members of society. Our politics of difference affirms all people whose sexuality, sexual orientation, and gender identity don’t meet the expectations of a heteronormative, cisgender (when your birth assigned sex matches how you gender identify) culture.

Noelle Chaddock is a critical mixed race theorist whose identity as a mixed-race black woman has almost always located her outside of heteronormativity and thus identity variant. Tim Gerken identifies as a cisgendered, gay white man. His interests and experiences often placed him inside heteronormative, male spaces, which significantly influenced his understandings of sexuality and gender and which he has worked hard to change. Noelle and Tim met through the SUNY University Faculty Senate Committee on Diversity and Cultural Competence (CDCC) and almost immediately started to have these conversations about marginalized populations in the SUNY System. Both held a desire to improve the SUNY experience for faculty, staff, and students while diversifying the SUNY landscape. When thinking about LGBTQ2AI in particular,
the pair really wondered about the silence and invisibility of this population at SUNY especially in comparison to the vibrant, political, and visible LGBTQ2AI in New York State. It seemed that the New York State LGBTQ2AI community, like many marginalized communities in NYS, was not demographically represented inside SUNY. This inquiry led Noelle and Tim to start asking questions about inclusion, policy, intentionality, safety, and campus climate.

Our concerns manifested during the 2014 SUNY Diversity Conference, where Board of Trustees’ Chair Carl McCall counted the white, the black, the Latino, and the women Presidents of SUNY Colleges. There was no mention of any LGBT presidents. We wondered whether that is because there aren’t any (we now know there is at least one), because no one asked, or because it is still seen as unseemly to talk about? Chancellor Zimpher has stated that diversity is weaved into Power of SUNY’s Six Big Ideas. While we have no doubt that SUNY philosophically supports diversity, we would like to see more done to support the LGTBQ administrators, faculty, and staff and those who are working to bring LGBTQ issues to the forefront because as Daniel Reynolds points out in his Advocate Op-ed “higher education in general — still has a problem with queers.”

For most of Higher Education’s history, diversity has been an attempt to build a more democratic society. John Dewey in Democracy and Educational Administration suggested that all “those who are affected by social institutions must have a share in producing and managing them.” Diversifying the Academy has been a long and tumultuous journey. In New York one could argue it began with the story of the Free Academy—what is today called the City University of New York. Horace Webster, the University’s first President, declared:

*The experiment is to be tried, whether the highest education can be given to the masses, whether the children of the people—the children of the whole people—can be educated; and whether an institution of learning of the highest grade can be successfully controlled by the popular will not by the privileged few.* (Marshak, 1973)

This attempt at diversity was strictly economic. The children Webster spoke of were white males from middle class households. Webster’s longing to see the “children of the whole people” educated was not actualized until the CUNY system moved to a more egalitarian approach to admissions in 1970 when it adopted an Open Admissions policy.

For SUNY one could argue it began with the consolidation of the system in 1948. Historian Kenneth O’Brien noted that “the 1950 Master Plan identified an expansive egalitarian mission for the emerging system” (UFS Bulletin, Spring/Summer 2014). In 1992, Chancellor Bruce Johnstone released SUNY: A Planned System. There he describes the need for a system wide approach to education:

*New York finally moved to establish a state university because inequality of opportunity had become an urgent public issue. Three elements combined: a lack of college opportunities for a growing population; a particular need to serve the returning veterans of World War II; and growing charges of religious and racial discrimination in admissions to private institutions, especially medical schools.*
It was easy to diversify at first. Bringing middle class white men, especially veterans, into the system was relatively painless. These white men were older and could identify with the white men teaching their classes. However, as more and more high school graduates planned to attend college, the system needed to develop opportunities for economically challenged students. In the 70’s we “saw development of SUNY’s pioneering programs for economically and educationally disadvantaged young people and adults, the Educational Opportunity Programs and Centers” (SUNY: A Planned System). There is still little mention of race and none of sexual orientation or gender, which is not that surprising; sharing the lived experiences of LGBT people with a larger cultural audience, has always been difficult.

By the 1990’s “SUNY’s enrollments of New York State high school graduates, women, persons of color, the disabled, older adults and part-time students” had reached their highest levels. The 1992 report reinforces SUNY’s “role as a mechanism for greater social and economic justice” (SUNY: A Planned System). However, if our goal is “social and economic justice” for all, we still have a lot of work to do.

Minorities, ethnic or sexual, are routinely subjected to violence and discrimination. But no other group is the target of this type of violence and discrimination to the degree that transgender women are, especially trans women of color. Salon
...the fundamental lived realities of some of the most marginalized individuals in LGBTQ and HIV-affected community’s remains mired in violence and hate. The National Coalition Of Anti-Violence Programs

Though they have played significant roles throughout history, the matters of the non-cisgendered and non-sexual normative have been left out of our historical narrative. As LGBTQ2AI narratives emerge, so has mistrust and misunderstanding. Across our country laws banning and protecting individuals and behaviors continue to vary greatly. Academia has often presented itself as a safe space and many have found careers doing groundbreaking work, developing new disciplines, making significant changes to how the straight, cisgendered world understands itself and others. However, the system’s values are formed by the individuals who inhabit it and the bodies around it. Conformity is built into the academy’s institutional structures and disciplines, and the multiplicity of lives and interests has not always been supported or encouraged. This is true in the classroom, the lab, the workspace, the field house, and housing—as recent incidents at the Cornell branch of the Telluride Association suggest. Salon

We decided to write this essay as a response to the confusion and concern that was expressed when the CDCC brought a resolution titled Resolution Requesting All SUNY Campuses Offering Athletics to Create Programs to Support Lesbian, Gay, Bisexual, Transgender Athletes, Coaches, and Staff and to Promote the Prevention of Anti-LGBT Bias and Discrimination in Athletics to the UFS body during the 2014 fall plenary. What seemed like a simple request for inclusive policies with specific care given to this population was received with thinly disguised resistance. It became apparent that some senators did not understand the lived experiences of LGBT members of SUNY. Did our senators lack exposure to LGBT in their daily lives at SUNY? Or do we have an issue with homophobia or LGBT intolerance in SUNY?
In hindsight the committee, in particular the leadership of that committee never imagined the lengthy conversation if not debate that ensued. While the resolution passed without any “no” votes, there were a number of Senators who abstained. We were startled by the abstentions. What does this mean, to abstain from a resolution that talks about equity and inclusion? One of the comments spoke to “not privileging a special interest group with equity and inclusion… that all groups deserved such treatment.” For some listeners this is can be understood as an argument for “colorblindness” or in this case orientation/gender blindness. Questions about why “only LGBT athletes” should be protected were understood by us as a reoccurrence of conversations we have had during our time as advocates for the civil rights of marginalized populations. Social justice advocates and scholars recognize the blindness argument as problematic if not dangerous.

This essay is a call for responsiveness as well. We are interested in understanding what is behind both the conversation on the floor and the abstentions. When there is data to support the need for protection, how does one suggest that it is unfair to have specific language to remind and compel our campuses to include and support LGBT community members? Why would one argue against protecting a population who statistically experiences the most violence in our society? What is the resistance to discussing the issues faced by LGBT faculty and staff in the same way we discuss the lived experiences of other marginalized populations?

We invite our valued and respected peers to spend time with this article and “talk back.” See our blog (sunylgbtq.wordpress.com) and tell us about your experiences, concerns, and stories. The CDCC and the newly formed Ad-Hoc Committee on LGBTQ Matters in the SUNY System is looking for a better understanding of this moment in our governance history as well as a broader sense of how SUNY and the UFS are building inclusive, safe, and welcoming communities for our LGBT peers.

SUNY should be leading all institutions of higher education and leveraging its power to keep any identity from becoming the enforceable normative identity. From a governance perspective, it is important that SUNY provide safe and equitable work spaces for all. From a diversity perspective, SUNY should be known for our inclusive and equitable community, and it must be intentional in how it engages, retains, and promotes LGBT people. And, from a personal perspective, we would like to know we work in a system that deeply values people like us. Tim has seen that even within the Equality Rights Movement there is a dominant culture fighting for normality. He has observed that certain representations of masculinity are favored over others. He knows that not every gay man wants to get married or serve in the military. He knows that women and people of color have had to fight to be recognized and included. Therefore, it is important that we have equal and safe spaces for those who are not drawn to some aspect of what dominant cultures see as normal: Deleuze’s “minority-becomings.”

For Noelle as a person of color, with a non-binary racial identity and lived experience, how we treat all other non-normative identities on our campuses informs whether or not she stays here in the system. Noelle understands the direct connection between how we treat LGBT people and how we treat women, veterans, faith/non-faith minorities, black and brown folks, and people with disabilities. Noelle also heard in Carl McCall’s speech that we are not doing a good job with black and brown folks, so she is not surprised that we are not doing well with the LGBT population.
We must examine how we are thinking and responding to calls for inclusion and protection for marginalized populations. We must also hold ourselves responsible to examine the ways equity and social justice are experienced on our campuses, why some individuals have always had access to equity and justice, and why others have not. We want our students’ futures to be informed by intention and inclusion, not fear. The resolution mentioned earlier in this article was an attempt to support that work. The conversation about that effort made us appreciate that we need to do this climate work from our leadership down through our governing bodies. We are certain that people were harmed, misinformed, and dismayed by the conversation on the Senate floor. The way in which people talked about it silently amongst themselves suggests to us that safety was an issue and continues to be.

Improving the opportunities for all LGBTQ peoples should be part of changing the climate on campuses. Many LGBTQ students face sexual assault and harassment during their time on our campuses. A report from American Progress suggests that “homophobia, transphobia, and bi-phobia can manifest themselves as sexual assault.” The Department of Education recently changed their reading of Title IX to now include gender identity:

*Title IX’s sex discrimination prohibition extends to claims of discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity and OCR accepts such complaints for investigation. Similarly, the actual or perceived sexual orientation or gender identity of the parties does not change a school’s obligations. Indeed, lesbian, gay, bisexual, and transgender (LGBT) youth report high rates of sexual harassment and sexual violence.*

The recognition by the Department of Education that Trans* people should be covered by Title IX was the first of two recent changes in Trans* rights. The second was the United States Attorney General’s recent declaration: “I have determined that the best reading of Title VII’s prohibition of sex discrimination is that it encompasses discrimination based on gender identity, including transgender status.” And that “this important shift will ensure that the protections of the Civil Rights Act of 1964 are extended to those who suffer discrimination based on gender identity, including transgender status.”

Along with our union brothers and sisters, we are working for the time when sexuality and gender non-conformity no longer have to be private matters. The system should support all individuals in making these identities public so that we are not asking a small number of tokenized individuals to do all the work. To do this we need to create and support safe spaces, spaces where the politics of inclusion can be cultivated. Spaces where cisgendered folks understand what being cisgendered means and can talk about it alongside a person who identifies with any part of the LGBTQ2AI assemblage. Spaces where all members realize their right to define their identity, create meaning, and negotiate the world through their own vision and understanding of self. Creating and supporting safe environments will attract and retain the best students, faculty, and staff: the people we need with the cultural competencies we know are important. The leaders and future leaders who can be the engines for educational, entrepreneurial, and economic growth. The moment is now.
Performance Measurement Comes to SUNY

Thomas AP Sinclair
Binghamton University

Governmental agencies and nonprofit organizations have focused on results-driven management for at least two decades. Within higher education, the Middle States Commission on Higher Education and numerous accrediting bodies for professional schools emphasize continuous assessment and improvement related to mission-driven outcome measures. In her 2015 State of the University Address, Chancellor Nancy Zimpher affirmed that SUNY is on-board when she declared, “SUNY Excels is our performance system…we will prove at every turn that the State can have confidence in its investments in SUNY.” In doing so, she succinctly captured one of the goals of any performance measurement system, institutional accountability. The Chancellor is betting that the performance measures that SUNY is developing are aligned with the priorities of state policy makers and will result in increased financial support for the system.

What are the stakes with the Chancellor’s bet? What are the specific performance measures that are likely to be adopted? And, will SUNY Excels actually deliver the kinds of results that strengthen SUNY and its campuses?

Performance measures are “objective, quantitative indicators of various aspects of the performance of public programs or agencies. “ (Poister, 2003, p. 3). Ideally, performance measures focus on results or outcomes that are in alignment with an organization’s mission, rather than just with system outputs or inputs. When policy makers in an organization select performance measures, they are establishing which outcomes will be the organization’s priorities and the organization’s willingness to be held accountable for achieving those results.

The SUNY Excels process has extended over at least two years and, according to the guiding principles has sought to “identify outcomes that are mission-critical, understandable, and widely inclusive.“ As chair of the University Faculty Senate’s Operations Committee, I was one of three SUNY faculty members who served on a large system-wide Steering Committee convened by Provost Cartwright that met for one day to narrow the list of potential measures for five priority areas. The following list was proposed to the Board of Trustees in January:

• Access – NYS Citizens Served by SUNY; Full Student Enrollment Picture; Diversity; Capacity
• Completion – Completions; Student Achievement/Success; Graduation Rates; Time to Degree
• Success – SUNY Advantage (student access to and satisfaction with opportunities that promote post-completion success, such as applied learning and hands-on research, multicultural experiences, academic advisement, and career counseling); Financial Literacy
• Inquiry – Total Sponsored Activity; Faculty and Student Scholarship, Discovery and Innovation; Inquiry embedded curricula/courses
• Engagement – START-UP New York and beyond jobs and businesses; Alumni/Philanthropic Support; Civic Engagement; Economic Impact

The 2015-16 State of New York Enacted Budget included $18 million in funding to state-operated campuses upon their completion of a “performance improvement plan” related to implementing performance measurement as determined by the Chancellor and approved by the Board of Trustees. While the details haven’t been finalized, the link between performance in these five areas and state funding has been forged. It is likely that in future years, state funding for SUNY campuses will be more directly tied to the achievement of priority outcomes.

Making a commitment that SUNY will adopt performance measurement only begins the process. The impact that the SUNY Excels will have on SUNY’s outcomes and actual performance depends upon how it will be implemented.

While SUNY’s leaders fully support SUNY Excels, many issues associated with implementation of the system remain. Outcome and performance measures are broadly defined and SUNY, through its Offices of Institutional Research, is organizing a process for collecting and evaluating data. However, what Poister (2003) calls “the heart of the performance measurement process,” the definition, evaluation and selection of specific performance indicators has only begun. For example, it matters a great deal whether time-to-degree is measured as four- or six-years. Similarly, how student success is measured; whether by the numbers of participants in applied learning activities (defined how?), participation in research or different post-graduation outcomes will drive decisions about curriculum, student advising and career counseling activities. Moreover, financial resources will flow to support the activities that are measured.

While each campus is reportedly developing its measures as part of an as yet unspecified, performance improvement plan, these will need to be aggregated with other campus plans into a SUNY-wide system of measurement and reporting. How that occurs will also influence the degree to which SUNY performance measures will align with the specific missions of individual campuses. How will the different campuses be expected to contribute to a measure for external investment in research? What effects will campuses, departments, and programs that have not been important sources for external funding experience if resources are redirected toward more “productive” and measurable activities?

In addition to accountability, information gained from measuring performance ideally feeds back to programs and personnel with the aim of improving outcomes. Effective performance measurement systems are critical elements for any process of continuous improvement. To be effective, variations in performance outcomes need to be evaluated with causes for differential performance identified. This is the practice behind the Chancellor’s promise to take what works “to scale.” To accomplish this, data need to be disaggregated to individual campuses and programs. High quality performance measurement systems cannot just tell a good story, they must also identify areas of weakness or stress so that performance can be improved. Using performance data for these purposes can threaten units whose performance is lagging, so it is important to build a culture where improvement is the rewarded metric.

A significant benefit of performance measurement systems is the ability to develop benchmarks that permit intercampus or inter-unit comparisons. However, comparing outcomes data across campuses may generate misleading conclusions about relative performance if their respective missions, activities, and student populations vary significantly.
Equity is a value that should receive explicit attention as SUNY implements its performance measurement system. Of SUNY Excels’ five areas, the three most emphasized by the Chancellor in her State of the University address, access, completion and success are critically important for equity and economic mobility in New York. The growth of courses and programs via Open SUNY creates pathways to higher education for many New York residents who may find participating in traditional face-to-face instruction unfeasible. Yet there is a significant body of research that suggests that on-line education is not for everyone, and the likelihood of completing on-line programs is less than completing programs of face-to-face instruction. It may be possible to design on-line programs with support systems that enhance completion and success along with access. However, if the focus is on numbers, policy makers may become prone to shifting program attention to activities that generate “bang-for-the-buck” outcomes. Utilitarian tradeoffs where programs meeting high cost student needs are sacrificed to ensure more efficient outcomes do occur. This practice of “creaming” participants can leave some beneficiaries of higher education programs out in the cold. As it implements SUNY Excels, the University bears the responsibility of ensuring that the needs of all New York residents are explicitly considered. One-size-fits-all solutions often fall short of true fairness to underrepresented or hard-to-serve student populations.

SUNY Excels brings an unapologetically managerial approach to the core of the University’s academic mission. It is a tool that may generate better outcomes as staff and faculty learn how to deliver more products, faster and better. However, I have reservations about the value of efficiency as a driver of decision-making in higher education, despite the fact that the mass production of education and its accessibility to millions of people is a signal virtue of the American public university system. If the net effect of performance measurement is to be positive, we must ensure that the system helps diagnose problems and directs resources to reduce barriers to students’ successes. Such interventions may not be cheap or quick. Nor are effective strategies likely to be the product of conversations in administrative suites, institutional research offices, and consultants’ conferences if they are divorced from the faculty and students who are actually engaged in the enterprise of learning.

While the SUNY administration has engaged multiple constituencies in the process of developing its performance measures, faculty governance leaders should continue to provide advice and input as SUNY Excels implementation proceeds. In particular, as the process for developing performance improvement plans is put in place, governance leaders should work to ensure that they have a role in shaping their campus plans. Additionally, they should engage in discussions with administrators and offices of institutional research and participate in using campus-level performance measures to enhance outcomes, while preserving the integrity of their institutional missions and activities.
Consideration of Quality Performance Metrics

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University at Buffalo

The debate has gone on in New York State for several decades on what is the value of SUNY. I certainly can appreciate the Chancellor’s continuing actions toward systemization, in this case through the use of some common metrics for performance funding. In fact, she has adequately captured the common metrics trending across higher education institutions throughout the United States. No one, I think, can argue with her that it is far more advantageous for us to determine our own measures of success rather than turn the task over to New York State politicians. The quality of an educational institution can be measured from several different viewpoints that include the current students we serve, our alumni, taxpayers, politicians, SUNY employees, and businesses. Each of these stakeholders may offer a different sense of what they consider “quality”. What makes education difficult is that often times these stakeholders view quality in terms of immediate results while turning a blind eye to long term sustainable results that have positive effects upon our students and our society. Quality is a measure of excellence that is sustained over time. In human-intensive organizations, like education, it is an evolving process that needs to be built upon. Measurement of our work is a dependable means to ensure that we build upon the past. Measuring for the sake of measurement, however, is hollow. It is important to note that what we establish as our metrics for our stakeholders is the standard of quality for SUNY campuses. I offer the following thoughts on quality to build upon what the Chancellor has offered in her Power of SUNY document to provoke inquiry about the rigor of education and services we are providing to our stakeholders.

I’d like to start with one of the most prolific standards of measurement in education; grading. Students often measure the quality of their education based on the grades they receive. The higher the grade, the better quality of education. But how true is this? Recently I came across a study on grade inflation (www.gradinflation.com) that made me think about the value or the devaluing of grades over time. Does education quality relate to sustained rigor of grading standards? I think it does. The study clearly shows that there is a pronounced trend in higher education of lowering our grading standards. The exception in this study was Purdue University. Purdue recognizes that the value of their degrees should last over time and that grades earned, are in fact earned and not given. It is very tough to receive an “A” at Purdue. When high grades are earned by students, one can assume that attaining these high standards both involve and foster personal characteristics such as discipline, critical thinking, persistence, integrity, and commitment. These are all long term outcomes that go well beyond the economic gains a student receives upon graduation. These personal characteristics build businesses, responsible citizens, future families, and communities. In other words, high standards breed high standards.

High standards start with access to our institutions and programs. Recruiting efforts, admissions requirements, program requisites, facilities, hours of operation, and the services we provide our students to be successful should reflect our high expectations of those whom we accept into our institutions. The metric of simply meeting or exceeding enrollment numbers each year, is simply short sighted. We should be seeking students who have demonstrated they are adequately prepared for college whether that be through college preparatory courses, quality performance in
their coursework in high school, writing samples, or GPA requirements. Lowering admissions standards will ultimately lower the integrity of our degrees. According to the Chancellor, we are already spending increasing significant monies being spent on remedial coursework. High standards breed high standards, but not necessarily high enrollment numbers.

Academic institutions can foster quality by ensuring diversity on campus. Simply recruiting the “smart kids” isn’t the only way to add to the quality of a campus. We need to be conscious of the uniqueness of students on our campuses and how a mix of students can benefit, even provoke, new ideas and achievements. We need to think of diversity of our students in terms of bringing together different ethnicities, genders, religious beliefs, traditional students, non-traditional students, veterans, young, old, those that come from underprivileged economic backgrounds, and those that come from affluent backgrounds. In other words, our academic institutions should be considered mosaics that expose a person to different thoughts and ideas, ultimately building personal character and a societal backbone that resists ignorance, intolerance, and injustice.

Several resources can help us measure diversity on our campuses. Data such as family income, gender, marital status, number of household members attending college, and residency can be collected on the Free Application for Federal Aid (FAFSA), as well as other financial information collected by the National Student Loan Data System for Students (NSLDS). The SUNY application can help us determine a traditional versus non-traditional student, whether the student is a part-time or a full-time student, their ethnicity, if they are a veteran, etc. Rather than just collecting these statistics, it is important that each campus determine what its standards are for accepting applicants, including diversity, and then use them when they generate their annual enrollment plans to reach these specific targets.

Just because we establish standards and have identified the students we want to attend our institution, doesn’t mean they will attend. Students today are very cost conscious and make their choice based on college affordability as well as other criteria. The US Department of Education has a website at collegecost.ed.gov that allows students to compare the net cost of institutions, rather than simply the institutional tuition and fees. Taking it one step further, would we actively want compare like-institutions net costs side by side on our campus websites? If not, what are we doing to make our institutions more competitive and affordable for our students?

As the metrics fall within the categories of access, completion, success, inquiry, and engagement, I would argue that there is one element that truly impacts the quality and affordability of all education and services we provide within these categories on our campuses—the people we employ. We invest a great deal of money in our people, yet we as a system invest very little effort in recognizing the importance of strategically investing in organizational development efforts. The Chancellor has offered system wide metrics that guide us to answer how SUNY will judged as successful. In addition, we should consider the following questions.

1) Can we articulate the measures of success for our department/unit currently? Five years from now?

2) What are the measures of success for your job currently? Five years from now?
3) Do we, or our colleagues and supervisors, see the connection between our work and the metrics that the Chancellor has created? How about between our work and our campus strategic directions?

The vast majority of SUNY employees and supervisors will most likely find the first two questions a struggle to answer in measureable outcomes, but with effort could answer the questions. When it comes to the third question, most SUNY employees simply do not know that the Chancellor has even established performance metrics, nor do they know how to relate to them. My question is, if we can’t relate our daily tasks to these metrics, how will we achieve them?

The answer resides in strategic organizational development efforts to support a culture of continuous professional development, communication, constant quality improvement, measurement, and analysis at the individual employee level, the unit/department level, the campus level, and ultimately the system level. All of these efforts need to be viewed as a fluid partnership between our own individual campuses, all SUNY campuses, and the SUNY administration. Quality does not just happen, but occurs with effort from everyone. It occurs because there are common, clearly defined, written, and measurable objectives. The Chancellor has provided a vision, but it’s up to us at the local level to determine is quality and then implement the work needed to achieve it. Once we have made the commitment to continuous, measurable quality initiatives, it can only follow that students will choose institutions, not only based on cost, but also the quality of the education and service we provide that are attested to by these measures.
The SUNY Retirees Service Corps (RSC): An Update

Pierre F. Radimak, RSC Coordinator and Editor of the SUNY Retirees Newsletter

It is our pleasure to provide an update on the activities of the SUNY Retirees Service Corps (RSC). A lot has transpired since Dr. Ram Chugh wrote a SPEAK OUT! column entitled “The SUNY Retirees Service Corps: Its Mission and Accomplishments” for the Fall/Winter 2012 issue of the University Faculty Senate Bulletin.

The RSC, as you may recall, was formed in early 2008 to serve retirees from all State University of New York (SUNY) community colleges, state-operated colleges and universities, System Administration, Research Foundation, State University Construction Fund, and affiliated organizations.

Dr. Chugh retired as part-time executive director of the Retirees Service Corps in late 2012 after serving in that role since the program’s creation, and prior to that, as chair of the UFS Task Force on SUNY Retirees in 2007. The RSC is now administered by Julie Petti, Director of University-wide Human Resources, and I serve as the program coordinator. We are immensely grateful to Ram for his leadership and tireless efforts on behalf of SUNY’s retirees and for the Faculty Senate’s past support of the RSC.

We have endeavored to build upon Ram’s many accomplishments and work toward fulfilling the mission of the SUNY Retirees Service Corps – to promote a strong “retiree-campus-community” connection within and among SUNY campuses; create awareness about the potential value of SUNY retirees; encourage campuses to institute programs to promote social interaction among retirees; and provide opportunities for the engagement of retirees in university and community service.

Retiree Conferences
In an effort to provide educational and networking opportunities, the RSC has hosted three biennial conferences that brought together retirees and campus officials from throughout SUNY with experts in aging and retiree issues.

Nearly 70 State University of New York (SUNY) campus retirees and administrators representing 18 campuses and four non-SUNY organizations converged on the SUNY Polytechnic Institute’s Colleges of Nanoscale Science and Engineering (CNSE) in Albany, NY on November 20, 2013 for the third biennial SUNY retiree’s conference. The world-famous campus served as the backdrop for Connecting SUNY Retirees in the Digital Age, which was co-sponsored by the CNSE, the University at Albany Emeritus Center, and the SUNY Retirees Service Corps (RSC).

A variety of notable speakers addressed diverse topics, each with a connection to the role the Internet can play in improving the lives of SUNY retirees or providing opportunities for them to give back to their communities. The conference concluded with a guided tour of the CNSE’s Albany NanoTech Complex.
Creating New Connections will take place at Schenectady County Community College (SCCC) in Schenectady, NY. The College and the Retirees Association of SCCC (RASCCC) will co-sponsor the event with the SUNY RSC.

The conference agenda, which is currently under development, will include a panel discussion with representatives from RASCCC, the SUNY Cobleskill Retirees Network, Upstate Medical University’s “Retiree Associates” program, and the SUNY Plaza Partnership regarding what those respective programs and organizations are doing to reach out to their campus’s retirees.

The conference luncheon will be prepared and served by students of SCCC’s prestigious School of Hotel, Culinary Arts & Tourism.

Creating New Connections will be open to current and future retirees of SUNY’s 64 state-operated and community college campuses, System Administration, the Research Foundation, the Construction Fund, and individuals who oversee existing campus retirement programs and those interested in starting or expanding a retiree organization at their campus.

Once conference details have been finalized, they will be announced via the SUNY RSC’s electronic distribution lists and in the Fall/Winter 2015 issue of the SUNY Retirees Newsletter, which will come out in September. Agenda and registration information will also be posted in the Retiree Conferences section of the SUNY Retirees Service Corps website (www.suny.edu/retirees).

Campus-based Retiree Organizations
One of the Retirees Service Corps’ main objectives is to help SUNY campuses create programs and organizations to strengthen connections with their retirees. The RSC was pleased to play a role in the creation of the two newest campus retiree organizations.

The focus of the RSC’s first biennial retiree’s conference, called Re-imagining SUNY Retirement, was on encouraging SUNY institutions to consider forming organizations for retirees. Suffolk Community College has done a great deal of work in creating a retiree organization and their representative at the conference, Peter Herron, provided detailed information about the steps they took, the problems they encountered, and their successes.

Conference attendee Peggy King, Schenectady County Community College’s Associate Dean for Student Development, returned to her campus excited about the possibilities for SCCC. She and a number of colleagues formed a steering committee of current and future retirees and started to plan. The committee decided to keep the retiree organization’s focus social and also chose to keep dues low as a way to be more inclusive. Once they had their by-laws in place with the help of Suffolk, they received the endorsement of the Schenectady County Community College Board of Trustees and voted for elected officers. A year later, King, now retired, became the founding president of the Retirees Association of SCCC. The RASCCC will be co-sponsoring this year’s SUNY Retirees Conference with the college and the SUNY Retirees Service Corps.

Anne Donnelly and fellow retirees of SUNY Cobleskill were inspired by the Retirees Service Corps’ call for the formation of campus retiree groups and by guidelines the RSC developed to
help make such organizations a reality. On January 30, 2012 Cobleskill retirees started the process with an initial meeting with representatives from campus Human Resources, Administration, and the Alumni Association to create the SUNY Cobleskill Retiree Network. The Network was envisioned as an informal organization that would be open to Cobleskill retirees from all job classifications, including faculty, administrative, auxiliary services, classified support staff, etc., as well as their spouses and partners.

Retirees must actively opt in to the Cobleskill Retiree Network and can choose to discontinue membership at any time. They can learn about benefits and information on volunteer opportunities by clicking the Retirees and Emeriti link on the www.CobyConnection.org web page. In return for hosting the Network organization, SUNY Cobleskill envisions retirees staying connected and serving the College in whatever way they choose.

The SUNY Retirees Network Attracts Attention at International Conference

We were invited to make a presentation called “The SUNY Retirees Network: Connecting Retirees in the Digital Age” at the 2014 biennial conference of the Association of Retirement Organizations in Higher Education (www.arohe.org), of which the SUNY Retirees Service Corps and several SUNY campuses are members.

We gave conference-goers a brief overview of the State University of New York system and the SUNY RSC (www.suny.edu/retirees) before explaining that The SUNY Retirees Network (SRN) is an upcoming component of the RSC website designed to connect SUNY retirees via a secure online directory, promote online interaction among retirees, and connect interested retirees with volunteer opportunities.

By using the SUNY Retirees Online Directory, SRN members will be able to securely look up and connect with other SUNY retirees who have registered for the Network and opted to be listed in the directory.

The SUNY Retirees Corner will allow retirees to securely interact in real time and exchange information with one another through a chat feature as well as explore a variety of online resources.

The Retirees Service Corps plans to launch a volunteer matching service once a sufficient number of retirees who expressed interest in volunteerism during the sign-up process have registered for the SUNY Retirees Network. Information retirees provide will be used to match their interests and expertise with campus and community needs.

We told AROHE conference attendees how verified new and long-term retirees of SUNY’s community colleges, state-operated colleges and universities, and affiliated organizations will be eligible to join the SRN. Retirees will be able to register on the SUNY RSC website as well as by mail, fax, and email attachment.

We gave a demonstration of the SUNY Retirees Network test website, which included the online registration process, logging into the SRN once an applicant’s retirement status has been
verified, how a retiree would update his/her online profile, the online directory search function, and a tour of the SUNY Retirees Corner home page.

SRN programming is nearly complete; at least one campus will soon test the SUNY Retirees Network and its various elements before the service is announced system-wide.

The SUNY Retirees Newsletter Gains in Popularity
The SUNY Retirees Newsletter was first published in November 2011 as a means of keeping retirees informed of happenings system-wide and learning about the experiences of their retired colleagues from other SUNY campuses. This fits perfectly with the RSC’s goal of promoting programs and activities to publicize and recognize the contributions made by retirees to campus and community.

Published twice yearly (Spring/Summer and Fall/Winter), the online newsletter has grown in popularity with each issue. Its first issue was 12 pages long; issue #8 (Fall/Winter 2014) came in at 20 pages, with most of the content written by retirees from throughout SUNY.

In the fall of 2014, the SUNY RSC emailed SUNY retirees on its distribution lists a request: Please send us your retirement stories for inclusion in the SUNY Retirees Newsletter. The response to our request was amazing.

We were flooded with wonderful articles from SUNY retirees sharing their retirement experiences, such as planning for retirement, how they spent time after retiring, post-retirement accomplishments and volunteerism, and any thoughts they would like to share with those thinking about retirement. As a result, we are officially dubbing the upcoming Spring/Summer 2015 issue of the SUNY Retirees Newsletter “The Retirement Stories Special Edition.” Each article is unique, informative, and inspiring.

To read the current and past issues of the newsletter, go to [www.suny.edu/retirees/newsletters/](http://www.suny.edu/retirees/newsletters/).

Closing Thoughts
The ultimate objective of the SUNY Retirees Service Corps is to see a retiree program or organization in operation at every SUNY campus. If each SUNY faculty and professional staff member advocated on his or her own campus for the infrastructure to create such an entity if one did not already exist, we would be well on our way to making this worthwhile goal a reality.

Additionally, the RSC would appreciate if our SUNY colleagues would encourage campuses to make their retirees feel appreciated and included. Paraphrasing what Ram Chugh used to say, “Remember, [we] will all be retirees someday!”

If you would like to learn more about the SUNY RSC, feel free to visit our website at [www.suny.edu/retirees](http://www.suny.edu/retirees). You may also contact us at [retirees@suny.edu](mailto:retirees@suny.edu).
The Poet’s Corner
[Editor’s note: This is a new section of the Bulletin that will feature the poems of Richard Collier, University Faculty Senator Emeritus from the University at Albany. These poems will focus on issues of specific relevance to the activities of the University Faculty Senate, SUNY or to higher education in general.]

**A FISH IS ONLY ONE MEAL**

By Dick Collier

We always applaud students studying abroad
   Or other endeavors away from our sites.
Our mission’s to educate, but it’s not fraud
   When *distance* from us makes them more bright,

As for learning applied, we take that in stride
   And teach them some skills plus our knowledge
Since we want one and all, I must now confide,
   To be *grateful* alums after college.

But though students are yearning to do applied learning
   They often don’t know how to contact the firms;
And *required* volunteering is social engineering
   (Besides being a total contradiction in terms.)

There are those who just yearn to be an intern,
   Since that’s what they’re told they all need nowadays,
In hopes that they’ll learn what will help them all earn
   More pay, perhaps praise, a promotion and raise.

We can give them a chance those odds to enhance,
   Not so hard in computers or business or STEM,
But how do we advance their future finance
   For the majors pursued by the majority of them?

Should we hand them a placement that’s not an abasement,
   Which at least is a line on their resume?
Perhaps in a basement— but not a misplacement—
   Something like Roosevelt’s WPA.

Or would it be better for their future search letter
   Not to just hand them what they all wish
So instead of a debtor they become a go-getter
   Because we prepared them and taught them to fish?

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**The Ghost of College Past**

A Sonnet by Dick Collier

Heed not the whining ghost of college past
Who deems technology as too new-fangled.
New innovative modes are here to last—
    As soon as IP rights have been untangled.
The poor and rural in this new course era
    Will by an IPad screen become engaged.
And as for web connections, never fear a
    Way we’ll find so worries are assuaged.
And should that doubting specter ever ask it,
    Yes, with less our teachers can do more,
And learning will not go in a hand basket
    To hell, with access never had before.
So please assure that negative old spook
Our faculty won’t madly run amooc!
Celebrating New York State and New Yorkers

“We Watch the Skyways: U.S. Navy Airdales and Their Grumman Warplanes”

Daniel S. Marrone
Farmingdale State College

The Japanese attack on American military installations at Pearl Harbor was devastating. As per the “World War 2 History” website, as a result of the December 7, 1941 attack:

The U.S. Navy and Marine Corps suffered a total of 2,896 casualties of which 2,117 were deaths (Navy 2,008, Marines 109) and 779 wounded (Navy 710, Marines 69). The Army (as of midnight, 10 December) lost 228 killed or died of wounds, 113 seriously wounded and 346 slightly wounded. In addition, at least 57 civilians were killed and nearly as many seriously injured. http://worldwar2history.info/Pearl-Harbor/ (Retrieved 2/25/2015.)

The U.S. Navy lost 21 ships that were badly damaged or sunk—eight of which were battleships. A total of 350 land-based aircraft were also destroyed. Providentially, the American “Flattop” aircraft carriers were at the time out at sea and thus spared to fight another day. And did they! The naval war in the Pacific involved ships often battling sometimes hundreds of miles away from each other. The opposing American and Japanese navies dueled with carrier-based aircraft. The first of such warfare was the Battle of Coral Sea in May 1942 where the U.S. Navy Airdales were victorious. Along with highly trained USN officer pilots there were also enlisted seamen many with the rating “Aviation Machinist Mate” who flew in defense of America. In Navy slang these pilots and sailor aircrews were nicknamed: “Airdales.” The enlisted Airdales served as flight crewmen, airplane repairmen, “spotters” (those that positioned the aircraft on the flight decks), and aircraft chock placers and removers. The Airdales’ warplanes were unique and indispensable. Much of the USN’s air fleet consisted of planes designed and built by Grumman Aircraft Company in Bethpage, Long Island, New York. Leroy Randle “Roy” Grumman (1895-1982) was a genius regarding carrier-based aircraft. Grumman aircraft were built to withstand battle damage. They had added armor shields installed behind the pilot’s position for protection and rubberized self-sealing gas tanks. Most importantly, Grumman planes had “folding wings.” Having aircraft with folding wings allowed the Navy to stage a greater number of warplanes for takeoffs and landings. As soon as a plane landed, it was lowered via elevator to a lower deck making room for the next plane to land. The first mass-produced folding wing fighter plane seeing action in WWII was the Grumman F4F Wildcat (below) built at Grumman’s factory in Bethpage.
“Butch” O’Hare’s Valor and the Naming of America’s Busiest Airport

In April 1942, USN Lieutenant Edward Henry “Butch” O’Hare and his wingman flying F4F Wildcats eyed a formation of nine Japanese heavy bombers targeting their aircraft carrier, the USS Lexington. O’Hare and his wingman dove at the bombers. However, his wingman had engine trouble and was forced to return to “The Lex.” This did not deter O’Hare. Through outstanding “dogfighting” and much bravery, O’Hare shot down five bombers before running out of ammunition. By then, the rest of his squadron joined in the mêlée and the remaining four bombers were destroyed. O’Hare was immediately promoted to Lieutenant Commander and became the U.S. Navy’s first “Flying Ace” of WWII. For his valor, he was awarded the U.S. Congressional Medal of Honor. Just over a year and a half later, on November 26, 1943, while piloting a Grumman F6F Hellcat in another dogfight with Japanese bombers, O’Hare was shot down and killed. In 1949, Chicago’s Orchard Airfield was renamed O’Hare International Airport—America’s busiest in terms of aircraft traffic.

Grumman’s Avenger TBF

Roy Grumman released to the USN on December 7, 1941—by coincidence the same date as the infamous Pearl Harbor attack—the Torpedo-Bomber-Fighter (TBF). In retribution to the Japanese attack, Grumman added “Avenger” to the warplane’s name. Unlike pilot-only F4Fs, Avenger TBFs were substantially larger and had a three-man crew: pilot, ball-turret rear-facing tail gunner, and lower level radioman. The radioman was armed with a 30-caliber machine gun called the “Stinger.” The Avenger (below) packed a 2,000-pound payload of either bombs or a torpedo in a sturdy fuselage designed to withstand punishment. Large and capable of only relatively slow airspeeds, Avengers were dismissively called “Turkeys.” However, the role of these aircraft and their crews was monumental in the Pacific War.

Heroes of the Battle of Midway and Beyond

Although unverifiable, it is estimated that by the time of their 50th mission, 50 percent of USN aircrews perished during combat. They died landing—sometimes crashing—their aircraft on moving and often windswept, wave-pitching aircraft carriers. Many aircrews were also lost at sea. This occurred, at least in part, because radio contact with aircraft carriers was often restricted to prevent the Japanese from pinpointing the location of the American Flattops. Unable to contact and find their carriers, many aircrews flew their planes until fuel ran out. Emergency landings at sea were fraught with peril. Aircrews spent countless hours on life rafts with only a lucky few being rescued. And the Navy Airdales perished in aerial combat. In Edward Atkins’ (2006), *Flight Deck: A Day in the Life of an Airdale,* the author characterizes his book as “…a tribute to all the Airdales, they who served unstintingly, often under extremely difficult, arduous, harrowing conditions, EACH day, for months on end” (p. xv). Atkins poses the eternal question: “Where do you find such men?” The nation has always found such men—
and women—in all of its wars. Their valor helps define American exceptionalism. What follows
are some of their stories—how they fought and how they died in WWII.

On June 4, 1942, Japanese Admiral Isoroku Yamamoto’s four aircraft carrier taskforce attacked
American-held Midway Island. Six Avenger TBFs based on Midway Island were launched to
repulse the onslaught of the Japanese Imperial Navy. Five of these Avengers were immediately
shot down with all aircrews killed by a swarm of Japanese Mitsubishi Zero warplanes. The sixth
TBF, badly damaged and with its radioman wounded and tail gunner killed, made it back to
Midway Island. Another batch of Avengers as well as 15, two-crewmens Douglas Company-
designed TBD Devastators were launched from three USN aircraft carriers. Except for one
survivor, Ensign Gay, all TBF and TBD crewmen were killed in action without any of their
“fish” (torpedoes) hitting enemy ships. Ensign George Henry Gay (1917-1994), with his tail
gunner killed and his plane engulfed in flames, belly-landed his TBD Devastator into the Pacific.
Suffering from bullet wounds and burns, Gay languished in the ocean for 30 hours fending off
voracious sharks as well as Japanese warplanes strafing him while he placed his “Mae West” life
 preserver over his head for protection. Ensign Gay was eventually spotted and rescued by a
USN PBY Catalina. This incident was depicted in the 1976 movie Midway. Gay wrote of his
ordeal in Sole Survivor of Torpedo Squadron Eight: Battle of Midway (1980). He retired from
the USN as a Lieutenant Commander. Among the many honors Gay received were the U.S.
Navy Flying Cross (an award second only to the U.S. Congressional Medal of Honor), Purple
Heart, and Air Medal.

At the same time entire squadrons of USN Avengers and Devastators were being shot out of the
sky at the Battle of Midway, another squadron of USN Douglas Dauntless SBD Dive Bombers
remained unnoticed by the Japanese aircraft carrier crews rearming their aircraft. Consequently,
Yamamoto’s fleet was unprepared to repel the SBDs. Dive bombers attack by first attaining high
altitudes. Then the planes perilously “plunge” in an almost vertical dive towards their targets
before releasing their bomb payloads. Aircrews often “blackout” while “pulling up” after a
diving run. At Midway, the SBDs scored direct hits and sank three Japanese aircraft carriers and
a heavy cruiser. The fourth carrier of Yamamoto’s taskforce was destroyed shortly thereafter.
As each of the Japanese carriers was sunk, Navy pilots proclaimed over crackling aircraft radios:
“Scratch one Flattop!” The Battle of Midway was a turning point in World War II. Although
there would be subsequent massive casualties suffered by the Americans in the Pacific Theater of
war, this decisive battle effectively crippled the Japanese armada. After Pearl Harbor, the
Americans were on the defensive. After Midway, the Japanese were on the defensive!

Massachusetts-born George Herbert Walker Bush was an Avenger pilot. The future U.S.
president and father of a president was the youngest USN pilot of WWII having earned his
“Navy Wings” three days before his 19th birthday. After more than 50 bombing and strafing
missions attacking Japanese ships and fortifications, LTJG Bush’s Avenger was hit by enemy
antiaircraft fire from Chi Chi Jima Island on September 2, 1944. With his radioman and tail
gunner killed, Bush bailed out over the Pacific. Had he parachuted over the Japanese-held
archipelago, he would have most likely been caught and executed. After four tense hours on a
leaky life raft just off the coast of the Chi Chi Jima Island, the twenty-year old pilot was rescued
by submarine, the USS Finback.
On November 5, 1944, Avengers from the carrier USS Essex launched an attack at the Battle of Manila Bay in the Philippines. During the attack, the tail gunner of Avenger #93, Loyce Edward Deen, was killed by a blast of 40 millimeter Japanese anti-aircraft shellfire. The heavily damaged Avenger, expertly piloted by Lt. Robert Cosgrove, barely made it back to “The Essex.” Spare airplane parts while at sea were scarce. However, Navy authorities ordered Deen’s Avenger to not be scavenged. U.S. Navy 2nd class Petty Officer Aviation Machinist Mate Deen was buried at sea within his Avenger. This poignant event concludes the Victory at Sea episode entitled: “The Conquest of Micronesia.” A more complete and be warned graphic video of Deen’s sea burial is available at: www.criticalpast.com/video/65675070253_tbf-avenger-aircraft_uss-essex_sea-burial_dead-gunner (Retrieved 2/25/2015.)

General Motors Builds Grumman-Designed Aircraft

Due to the rapid attrition of warplanes in the Pacific War, the U.S. Navy was requisitioning an ever-growing number of Avengers. In coordination with the War Department, the task of building Avengers was transferred from Grumman to the much larger facilities of General Motors. By late 1943, Avengers were made solely at GM manufacturing plants in North Tarrytown, Westchester County, NY, as well as other GM factories across the country. Avengers built by GM were designated TBMs. Grumman’s Long Island facilities were then used to manufacture F6F Hellcats (below). Hellcat engines had superchargers that delivered twice the horsepower of Wildcat engines. Not only were Hellcats far superior to Wildcats, they were also far more capable than their arch rival, the Mitsubishi A6M Zero. U.S. Navy and Marine aviators flying Hellcats attained a superb war record. F6F pilots achieved a stellar 19 to 1 kill ratio and were responsible for over 75 percent of all aerial victories by American aircraft in the Pacific War http://militaryhistory.about.com/od/worldwariiaircraft/p/f6f-hellcat.htm (Retrieved 2/25/2015.) One Navy pilot that used his F6F expertly in destroying Japanese aircraft was Indiana-born Alex Vraciu (1918-2015). Vraciu shot down 19 Japanese planes and destroyed another 21 that were on the ground. This occurred during the pivotal Pacific battle known as the “Marianas Turkey Shoot” in the Philippine Sea. Awarded the U.S. Navy Cross, Vraciu was given the nickname: “Grumman’s Best Customer.” In 2010 the Indiana Historical Society published in an account written by R. E. Boomhower of his life entitled: Fighter Pilot: The WWII Career of Alex Vraciu. Passing away on January 29, 2015, Vraciu was up to that time the nation’s highest scoring living WWII “ace.”

U.S. Navy Airdales Honored in Film and Music

Recognizing the vital role of these USN Airdales, Hollywood produced a slew of movies that included aerial combat film footage taken from gun cameras mounted on their warplanes. Prolific movie score composer Max Steiner and lyricist Gus Kahn co-wrote a theme that was used in many war films, especially those depicting the U.S. Navy. Their composition honors those sailors who fought for America in the air (and also the “Silent Service” submariners). The Steiner/Kahn theme is entitled and begins: “We Watch the Skyways; O’er the land and the sea; Ready to fly anywhere duty calls; Ready to fight to be free!” This rousing musical score was
used in the following movies: *Dive Bomber*, *Fighter Squadron*, *Operation Pacific*, and *Up Periscope*. The website below provides the opening credits of *Operation Pacific* and includes a stirring rendition of “We Watch the Skyways.”
https://www.youtube.com/watch?v=Hv1ElzBNEqw (Retrieved 2/25/2015.)

The most complete film depicting aircraft carriers and their crews was a documentary called: *The Fighting Lady: The Lady and the Sea* (1945). Directed by William Wyler and narrated by actor Robert Taylor—both at the time USN officers. The movie depicts life on a war-necessitated unnamed aircraft carrier amidst the Pacific War. After WWII, the name of carrier was revealed. It was the USS Yorktown. One can only imagine the adrenaline rush and anxiousness of aircrews upon hearing the order “piping” over the carrier’s public address system: “Pilots, Man Your Planes!” The film focuses on a number of aviators, especially one nicknamed “Smokey.” The documentary ends with a montage of pilots killed in action—among them, “Smokey.”
www.youtube.com/watch?v=37Mjbw0GBog (Retrieved 2/25/2015.)

*The Enlisted Airdales Get Their “A C Wings”*

In 1958, the U.S. Department of Defense began awarding enlisted sailors who flew in warplanes with the “U.S. Navy Air Crewmen Wings.” [Among those who were awarded “A C Wings” was my father who during WWII fought as Avenger tail gunner. He was a 32-year USN veteran.] Below are the “Air Crewman Wings” and 1942-1943 Roundel insignia that appeared on the fuselage and wings of Grumman Wildcats, Avengers, and (early-produced) Hellcats during the first two years of the Pacific War.

U.S. Navy Air Crewmen “A C” Wings.

U.S. Navy Roundel insignia painted on Grumman aircraft (1942-1943).
Highlights of the 2014 Winter and 2015 Spring Plenaries

Presentations

Presentations on the following topics can be accessed from the University Faculty Senate website.

2014 Winter Plenary at Farmingdale State College

- 2015-2016 Budget Update: Eileen McLoughlin, Vice Chancellor for Finance and Chief Financial Officer
- Provost’s Report: Alexander Cartwright, Provost and Executive Vice Chancellor
- Update on Science Direct: Carey Hatch, Associate Provost for Library and Information Services

2015 Spring Plenary at Plattsburgh State College

- SUNY Intellectual Property Policy: Elise Puzio, Esq., SUNY Research Foundation and Heather Hage, Esq. SUNY System Administration
- Enacted State Budget—Results and Next Steps: Eileen McLoughlin, Vice Chancellor for Finance and Chief Financial Officer
- Provost’s Report: Alexander Cartwright, Provost and Executive Vice Chancellor
- Research at the Comprehensive and Technology Campuses: Richard Burke, SUNY Research Foundation

Sector Reports and Sector Questions for the Chancellor

The reports of the 5 sectors (Colleges of Technology, Health Sciences Centers, Specialized Colleges, Statutory Colleges, University Centers, University Colleges) and their questions to the chancellor from both the 2014 winter and 2015 spring plenaries can be accessed at the University Faculty Senate website.

Committee reports

(Editor’s note: These are an abbreviated version of the committee reports presented at the 2015 Spring Plenary Meeting, which generally summarize the committees’ activities over the 2014-2015 academic year. The fuller committee reports from both the 2014 winter and the 2015 spring plenary meetings can be accessed at the University Faculty Senate website.)

Diversity and Cultural Competence Committee

Noelle Chaddock, Chair
SUNY Cortland

- Diversity Survey: The survey was distributed to the campuses. We are working toward a 100 percent return and, consequently, the data will not be available until fall 2015. The push for 100 percent return is tied to the timelines of these data as we work with the System Diversity Task Force. Understanding where campuses are in terms of diversity will help us better structure diversity and the Chief Diversity Officer requirements.
- Ad Hoc Committee on LGBTQAI Matters in the SUNY System: The Executive Committee supported the creation of this Ad Hoc committee to look at LGBTQAI experiences,
challenges, and needs in the SUNY System. Senate President Knuepfer has appointed Tim Gerken as the chair. The membership of the committee has been established and is scheduled to have its first meeting on May 18, 2015 in Albany. The charge of the committee is as follows:

• “The Ad Hoc committee on LGBTQ Matters in the SUNY System is tasked with benchmark assessment, creation of a working body of scholarship through which the Faculty Senate will develop common understanding and shared commitment, recommendations for the inclusion and equitable support of LGBTQ constituents in the SUNY System and surrounding communities. The committee will focus on the identification of challenges in recruitment/retention/support/inclusion of LGBTQ faculty and staff in the SUNY System and recommend how System and individual campuses can and should address these challenges.”

• **Fall 2014 Diversity Conference:** The “Making Diversity Count: Ensuring Equity, Inclusion, Access and Impact Conference” was a well-attended success. The first ever collaboration of the System Office of Diversity, Equity, and Inclusion (ODEI) and the University Faculty Senate (UFS) resulted in this co-hosted/co-funded diversity conference in which 300 people in attendance. The comments of the Chairman of the Board of Trustees and the Chancellor were well received. The Chairman’s relating of his lived experience with issues of cultural competence was incredibly impactful. Also, the presentations by Kerry Ann Rockquemore, Darryl Smith, and Drew Khan really resonated with the audience. The Cortland Choir was amazing. ODEI and UFS are interested in continuing this collaboration and are thinking about the realities about the frequency, funding and sustainability of similar common activities.

• **Anti-LGBT Bias Resolution:** The resolution “Requesting All State University of New York Campuses Offering Athletics Create Programs to Support Lesbian, Gay, Bisexual, Transgender Athletes, Coaches, and Staff and to Prevent Anti-LGBT Bias and Discrimination in Athletics” was passed.

• **UFS Executive Committee Diversity Training:** The CDCC has proposed diversity training for the Executive Committee and CDCC. The planning of that training will take place during the 2015 Summer Planning Meeting.

• **LGBTQ2AI Matters Article:** An article will appear in the UFS Bulletin that addresses LGBTQ2AI matters as critical to the role of governance leaders in the university faculty senate.

• **Moving Forward:** Noelle Chaddock also sits as the chair for the Climate Committee of the System Diversity Task Force. That committee has drafted two of the recommendations that will be presented to the Board of Trustees from the Diversity Task Force. Noelle is also working through that group to address the CDCC concerns around the conflation of international and domestic diversity (numbers, recruitment, retention, and identification); and multilingualism in SUNY System. The CDCC will be looking at
these issues along with issues of admissions practices around ‘ex-felon’ identification and racial profiling and community police relationships across the system.

_Ethics and Institutional Integrity Committee_  
Rochelle Mozlin, Chair  
College of Optometry

The Committee On Ethics and Institutional Integrity is charged to study and make recommendations to the SUNY University Faculty Senate President regarding issues of professional behavior, ethical conduct and institutional integrity as they relate to faculty, students, administrators and other personnel in SUNY and higher education. This year, the Ethics Committee focused on 3 initiatives.

- A survey of activities related to ethics on the campuses
  - Responses were received from 15 campuses. Most campuses have more than one administrative structure related to ethics. The most commonly occurring are bodies that deal with alleged student misconduct; Research ethics committees; and bodies that deal with alleged faculty misconduct.
  - A few campuses engage in campus-wide activities to “promote a respectful and collaborative professional community.” These activities have diverse origins, including Faculty Senate, HR, Professional Development Committee and the President.

- The development of a Public Statement of Ethical Values
  - This document was reviewed by the Executive Committee. A few minor changes were suggested and will be reviewed by the Executive Committee again in June. The Statement will then be sent to the Faculty Council of Community Colleges and the Student Assembly for their endorsement.

- The preparation of a document to educate faculty members about academic freedom
  - This document was also reviewed by the Executive Committee, and minor changes were suggested. A final review is planned for June and will be distributed to the UFS at the Fall Plenary.

Next year, the Ethics Committee hopes to begin work on at least 2 new initiatives:

_Governance Committee_  
Peggy A. De Cooke, Chair  
Purchase College

The Committee provided guidance to the Executive Committee concerning the timely presentation of resolutions from standing committees. The Committee also set a very ambitious agenda, and looks forward to providing future guidance on initiatives that require substantive research.

- **Timely Presentation of Resolutions**: The Committee recommended that resolution to the Executive Committee be presented 10 days prior to any plenary for inclusion on the
plenary agenda. The recommendation was accepted and will be incorporated into the Policies and Procedures for the Committee.

Research and discussion is ongoing on these initiatives.

- **The Academic Freedom Work Group**, working with past-committee-chair, Rochelle Mozlin, is in the final stages of preparing its document. The document has been reshaped to provide resources in the form of definitions and examples to engender discussion about the basic principles of academic freedom, and requests that each institution within the system examine its bylaws, contracts, and handbooks for policies regarding academic freedom, updating them as necessary to reflect the values and practices of each institution. The UFS Executive Committee has distributed the document for feedback, with the expectation that the document will be finalized at the summer planning meetings and distributed to our campuses this fall.

- **The Administrative Searches Work Group** designed a brief survey on administrative search procedures at the level of Dean and above (excluding Presidents). This survey was distributed to campus governance leaders earlier this spring. The work group is currently contacting CGLs who did not return the survey to increase the sample size and our knowledge base. We hope to present preliminary findings for discussion at the summer planning meetings, with distribution of our conclusions and recommendations to campuses this fall.

- **The Contingent Faculty Work Group** is in the fact-finding phase of its work, and is indebted to committee member Borden for researching the definitions of voting faculty that appear in campus bylaws, both state-operated and contract colleges as well as the community colleges. The next step will be to assess how well the governance documents coincide with actual practices, and discuss potential recommendations.

**Graduate Academic Programs and Research Committee**
Rosalyn Rufer, Chair
Empire State College

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<th>Committee Goals for 2014-15:</th>
<th>Status as of April 2015</th>
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<tr>
<td>2015 Graduate Research Symposium February 11</td>
<td>The Symposium was held on February 11: 2015 with:</td>
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<td>21 SUNY Campuses</td>
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<td>51 Posters/Presentations</td>
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<td>Feasibility of System-wide or multi-campus</td>
<td>Research Foundation(RF) is coordinating and exploring the impact of regulations on its</td>
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<td>Institutional Review Board</td>
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<td>Engaging graduate students to apply for NSF, NIH, and other fellowships; work with RF – resolution passed as a pilot program.</td>
<td>Rosalyn Rufer, Scott Goodman, and Martin Kaczocha are working with Kathleen Caggiano-Siino to establish a procedure to implement pilot study.</td>
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<td>Resolution encouraging SUNY to establish a fellowship for one undergraduate student at each campus to continue with their graduate work at that campus.</td>
<td>Resolution modified for each campus to receive a fellowship for one undergraduate student to continue their research at a SUNY campus. This resolution was passed at 2015 Spring Plenary Meeting of the University Faculty Senate.</td>
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<tr>
<td>Grant writing handbook</td>
<td>Drafts to be discussed at a meeting on May 29, 2015</td>
</tr>
<tr>
<td>White Paper on how we teach our graduate students to teach – Rebecca Marinoff is working on gathering sufficient information to create the white paper.</td>
<td>Rebecca Marinoff will create an article for the Bulletin based on graduate student focus group and feedback that she received from the campuses</td>
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**Program and Awards Committee**  
Bruce Leslie, Chair  
The College at Brockport

**Conversations in the Disciplines (CiD)**
- Reviewed the “Call for Proposals” (CfP) for this year and made modest revisions in the language.  
- Oversaw timely distribution of the CfP to the campuses.  
- Evaluated proposals for funding for 2105-2016 and made recommendations.  
- Reviewed the current procedures with an eye to clarifying its language.  
- Discussed ways of raising the CiD profile and re-directing the CfP directly to faculty rather than through their administrative officers.  
- Investigated complaints that on some campuses faculty were insufficiently involved in the nomination process but have not found any systematic problems.

**Future Conversations in the Disciplines (CiD)**
- The committee plans a major review of the program for possible reforms for 2016-2017 award cycle.  
- Review the 40+ year record to consider whether it still fulfils its original purpose.  
- Examine the existing policy of identical $5000 awards and consider variation in the awards. Fewer awards of larger amounts might provide more “bang for the buck.”  
- Electronic communication provides possible ways to increase participation and impact.  
- The original ban on pedagogical topics will be reconsidered.

**Distinguished Professorships (DP, DSP, DTP, DL)**
• Began discussing possible revisions for the two-year 2015-2017 cycle. No problems are apparent, but there are areas for which possible minor revisions will be reviewed:
  • DP – discuss recommenders’ vitas and possible count of citation impact.
  • DSP – continuing discussion of definition of “service” and limiting vita length
  • DTP – consider requiring grade distributions and course evaluations
  • DL – re-evaluate the titles of those eligible and increase applications

Chancellor’s Awards
The next cycle is for 2016-2017 so most review will not take place until next year, but the Committee is discussing the eligibility of clinical faculty for the Chancellor’s Award for Faculty Service award and one for non-tenured full-time for Adjunct Teaching

UFS Shared Governance Award
The second administration of this award, which went to Orange County Community College, went smoothly but the Committee will look into possible refinements for the 2015-2016 cycle.

Student Life Committee
Kelley Donaghy, Chair
College of Environmental Science and Forestry

The Student Life Committee had an extensive list of interests this year and we were able to make significant advances in several areas:

Student Working Hours
• The committee was concerned about the effect of the rollback of student working hours to 29 in light of the Affordable Care Act, so it submitted a resolution to the Senate that asked the Chancellor to work with the State of New York to find a way to provide health care to our students so that they could work full time on campus should they be in good standing. The Senate endorsed the resolution.

Textbook Affordability
• The committee’s resolution on textbook affordability was endorsed by the Senate at the Fall Plenary.
• The committee is planning to create a website of best practices for making course materials affordable.

Drugs and Alcohol
• In collaboration with senators from the Upstate Medical University, the committee supported a resolution that asked that all University Police Officers be armed with Naloxone to provide immediate help to overdosing students. The resolution was approved by the Senate.

Sexual Assault
• While the committee did not work directly on this the chair of the committee serves as a liaison to the SUNY Sexual Violence Response working group and is involved in its deliberations.

Hazing and Bullying
• The white paper on this topic is expected at the fall plenary in 2015. The committee constructed and is in the process of analyzing the results of a survey on this topic that was distributed to the Chief Student Affairs officers in February.

Workshop on the Role of Faculty in Student Affairs
• A workshop on the strengthening collaboration between faculty and student affairs colleagues is planned for November 6th and 7th 2015. This workshop will feature keynote speakers speaking on topics such as, High Impact Collaborative Activities, Uncovering and Discovering Implicit Biases and Accommodating students with Learning Disabilities in the on-line community. Further, round tables will be organized to answer some of the following questions: What is the faculty role in helping their student’s sense of belonging? How can we encourage student input in college policy-making and college plans? What is the role of student affairs in academic dishonesty? What can we all do about sexual assault prevention, what can a strong collaborative effort achieve?
• More details will be coming soon!

Veterans’ Affairs Survey
• Recognizing the large number of veterans that will be returning to SUNY campuses, the committee presented a resolution to the Senate calling for the broad adoption of the “8-Keys to Student Success.” It was endorsed unanimously.

Undergraduate Academic Programs and Policies Committees
Daniel D. White, Chair
SUNY Polytechnic Institute

• Review and Revision of Internship Guide: The Internship and Co-op sub-committee of the Undergraduate Committee has worked diligently over the past year to revise the helpful but under-utilized Internship Guidebook that is still available on the UFS website. In light of the Chancellor’s goal to provide high quality experiential learning opportunities for students throughout the system, the UFS President charged the group with updating the state of our knowledge and best practices for running credit-bearing internships and co-ops. The sub-committee has formulated and administered a survey, written a resolution, and begun re-writing the Internship and Co-op guide, in part, based on survey results and the wide representation of faculty and professional staff on the sub-committee. The Internship and Co-op Guidebook should be available by the fall. The “Resolution: To Support Planning and Implementation of Applied Learning Experiences at SUNY” was passed during the spring plenary in Plattsburg and can be viewed on the UFS website.
Service learning: The Service Learning sub-committee developed a structured set of interview questions and Andrea Zevenbergen and her undergraduate research student Sarah Titus conducted interviews from 54 campuses from around the system. The sub-committee is currently analyzing data to generate a report before the 2015 Fall UFS Plenary Meeting. In brief, the survey found that all of the university centers have optional service learning opportunities, ten of the eleven comprehensive colleges surveyed have optional service learning opportunities, four of the six technology sector colleges surveyed have optional service learning opportunities, and four of the five statutory and specialized colleges surveyed have service learning opportunity with one college that specifically requires service learning. There is a range of practices around the system, but it is clear that service learning is thriving and vibrant within the SUNY system. The sub-committee is discussing applying for a SUNY Voices or Conversations in the Discipline grant funding to gather service learning champions from around the system to generate discussion and to brainstorm ideas to better fund service learning in the system.

Undergraduate research and creative endeavor: The undergraduate research and creative endeavor sub-committee drafted a resolution in support of expanding undergraduate research and creative endeavor within the SUNY system in the fall plenary (168-06-1 - Resolution in support of expanding SUNY undergraduate research and creative endeavors). The sub-committee has drafted a set of interview questions and we will begin collecting data from undergraduate research champions from each campus in summer 2015 and fall 2015. The methodology will be the same as used for the service learning sub-committee and the goal is to generate a snapshot of undergraduate research and creative endeavor in the system.

Future committee work: Future work will focus on completing the service learning report, the undergraduate research and creative endeavor report, and taking up the issue of competency-based learning. We will also research some of the issues surrounding virtual laboratories to determine if this issue needs to be addressed.

Operations Committee
Thomas Sinclair, Chair
Binghamton University

The Operations Committee is the place where the SUNY Faculty Senate directs questions related to budget and finance, strategic planning, libraries and open SUNY and personnel policies. Just about any administrative functions that have a bearing upon faculty activities can become a focus for Operations Committee action. In my first year as chair, our biggest challenge has been to try and keep up with initiatives that have originated in Albany. While some developments have moved too fast for formal committee action (such as the experiential education mandate proposed in Governor Cuomo’s executive budget), we have had a number of accomplishments. Among the Committee’s activities this year:

• Passage of a resolution urging campus governance involvement with the development of the SUNY Excels Performance Measurement System. We participated on the Provost’s
steering committee and urge campus governance leaders and faculty to keep track of how performance measurement is being implemented on SUNY campuses.

- Monitoring of Open SUNY and the negotiation of SUNY’s Elsevier contract led to the passage of a resolution calling for the establishment of a SUNY task force to explore the future of open access publishing and how the system and SUNY faculty can promote alternative publication outlets.

- A white paper on budget transparency among SUNY’s campuses is nearing completion. Results of the research were presented at the SUNY Voices conference in February.

At the 2015 Spring Plenary Meeting, the University Faculty Senate directed the University Operations Committee to review and revise a draft resolution presented by the Campus Governance Leaders group that urged SUNY to adopt a uniform Family Medical Leave policy. We expect to complete work on the resolution prior to the Executive Committee’s 2015 Summer Planning Meeting. The University Operations Committee can always use members who are interested in making contributions that address these vital issues. If you have any questions or comments feel free to contact me at sinclair@binghamton.edu.

Resolutions

[Editor’s note: In some cases, there are additional documents that provide background for the resolutions. These can be found with the appropriate resolutions at the University Faculty Senate website.]

Winter 2015 Plenary Meeting at Farmingdale State College

Resolution in support of the General Assembly of the Student Assembly of the State University of New York’s 8 Keys to Veteran’s Success resolution 1415-36

Whereas, there is an increasing number of veterans and their dependents and family members attending Colleges and Universities; and

Whereas, veterans and their dependents/family members have been identified as a student group that may face unique challenges upon arrival to campus; and

Whereas, the number of beneficiaries of federal veterans educational support programs exceeded 35,000 in New York state in fiscal year 2013; and

Whereas, on 10 August 2013, U.S. President Obama, during a speech at the Disabled American Veterans Conference, presented the “8 Keys to Veterans’ Success”, a voluntary initiative supported by the U.S. Departments of Education, Veterans Affairs, and Defense (Appendix); and
Whereas, on 20 October 2014, the General Assembly of the Student Assembly of the State University of New York passed the 8 Keys to Veteran’s Success resolution 1415-36 to encourage more SUNY campuses to participate by signing this voluntary initiative; and

Whereas, it has been demonstrated on campuses that have adopted the 8 Keys to Veteran’s Success, that student veteran’s assimilation into the College community has been enhanced; and

Whereas, as of 6 January 2015, one thousand three hundred and seventy five (1,375) Colleges and Universities Nationwide have committed to the 8 Keys to Veteran’s Success, of those only sixteen (16) are State University of New York institutions; therefore

Be It Resolved that the State University of New York University Faculty Senate supports the General Assembly of the Student Assembly of the State University Resolution #1415-36; and

Be it Further Resolved that the State University of New York University Faculty Senate (SUNY UFS) asks that campus governance leaders encourage their campuses to review, adopt, and actively participate in, the voluntary initiative, “8 Keys of Veterans’ Success”; and

Finally Be it Resolved that the SUNY UFS encourages the SUNY Chancellor to ask each campus President to review, and report, to the campus community and the SUNY Chancellor on the veteran specific services provided by their campuses to ensure that our veteran students succeed to the best of their abilities.

http://www.va.gov/vetdata/docs/quickfacts/Education_Beneficiaries.pdf

Appendix:

The 8 Keys to Veterans’ Success
1. Create a culture of trust and connectedness across the campus community to promote wellbeing and success for veterans.
2. Ensure consistent and sustained support from campus leadership.
3. Implement an early alert system to ensure all veterans receive academic, career, and financial advice before challenges become overwhelming.
4. Coordinate and centralize campus efforts for all veterans, together with the creation of a designated space for them (even if limited in size).
5. Collaborate with local communities and organizations, including government agencies, to align and coordinate various services for veterans.
6. Utilize a uniform set of data tools to collect and track information on veterans, including demographics, retention, and degree completion.
7. Provide comprehensive professional development for faculty and staff on issues and challenges unique to veterans.
8. Develop systems that ensure sustainability of effective practices for veterans.

Passed without dissent

Resolution for Incentives to Support the Submission of STEM Graduate Research Grant Applications

Whereas, there are limited external funding sources for STEM graduate student research, and

Whereas, the SUNY Research Foundation has established a pool of money to support STEM research, and

Whereas, the reputation of SUNY graduate programs would be enhanced by successful STEM graduate student research grants, and

Whereas, STEM graduate student career success will be improved by the ability to write competitive grant applications, and

Whereas, it has been demonstrated on a number of campuses that incentives are one important means to increase the number and quality of faculty grant applications, and

Be it resolved that the University Faculty Senate urges the SUNY Research Foundation to establish a pilot program that provides incentives to STEM graduate students to write and submit competitive grant applications to external funding agencies to support research in the STEM fields.

Be it further resolved that the pilot program be evaluated and if successful expanded to support graduate research in all fields.

Passed without Dissent

Resolution in Support of the 2015 Budget Request of the State University of New York

Whereas, the State University of New York has demonstrated itself to be an excellent steward of state construction funding over the past five years, and

Whereas, the State University of New York has used the investments provided by NY SUNY2020 wisely and well, by developing a large number of new academic programs in high-needs areas, and

Whereas, the State University of New York has created a comprehensive performance based assessment system that allows for each campus to determine its areas of focused improvement, and
Whereas, the State University of New York has initiated Open SUNY, an integrated system of
distance education that allows for campus program initiatives and faculty authority over the
curriculum, and

Whereas, the SUNY Board of Trustees has submitted a budget request for 2015-16 that would
increase State funding to SUNY to cover mandated and inflationary costs and establish two new
funds: a $50 million-per-year Master Innovator program and a $50 million-per-year Innovation
Fund, each for five years;

Therefore, Be It Resolved, that the University Faculty Senate of the State University of New
York most strongly endorses and supports the 2015-16 budget request of the Board of Trustees
of the State University of New York, and

Be It Further Resolved that the UFS urges faculty and staff colleagues to advocate for SUNY on
behalf of this budget request.

Passed without Dissent

*Spring 2015 Plenary Meeting at Plattsburgh State College*

**Resolution on Renewal of NYSUNY2020**

Whereas, the New York State Legislature passed the NY-SUNY 2020 Challenge Grant Program
Act (NY-SUNY 2020) in 2011, which was signed by Governor Cuomo; and

Whereas, the NY-SUNY 2020 Act authorized the Board of Trustees to raise tuition
incrementally and predictably, establishing a rational tuition plan for 5 years; and,

Whereas, the Act also obligates the State to appropriate operating funds from the State General
Fund, each year during this five-year period, no less than the amount appropriated in the prior
fiscal year, which has commonly been called a “maintenance of effort” provision; and,

Whereas, the Act sunsets at the end of the 2015-16 fiscal year; and,

Whereas, the State has not provided sufficient appropriations from the General Fund to cover
increases in mandatory costs, such as negotiated salary increases, during this five-year period; and,

Whereas, the University Faculty Senate has, since January 2003, supported the notion of a
rational fiscal policy as a cornerstone of State support for the SUNY System;

Therefore, Be It Resolved that the University Faculty Senate of the State University of New
York urges the New York State Legislature and Governor Cuomo to renew the NY-SUNY 2020
Challenge Grant Act through the 2019-2020 fiscal year with the three following interdependent
elements:
Establishing a commitment to a true Maintenance of Effort by the State for the entire State University of New York System, whereby the State will maintain base funding at the FY 2015-16 and increase it annually by an amount no less than that necessary to meet increased costs of negotiated salaries, fringe benefits, and other mandatory inflationary costs; Reauthorizing a rational tuition plan; Renewing the tuition credit for TAP-eligible students by requiring that New York State allocate funds to cover the difference between resident undergraduate tuition and the maximum TAP award for those students eligible for the maximum TAP award; and

Be It Further Resolved that the UFS President is authorized to communicate this resolution to the Chancellor and Board of Trustees of SUNY and appropriate members of the State Legislature and Office of the Governor.

Passed without dissent

Resolution: To Support Planning and Implementation of Applied Learning Experiences at SUNY

Whereas, Article X § 4 of the Policies of the SUNY Board of Trustees stipulates that “the faculty of each college shall have the obligation to participate significantly in the initiation, development and implementation of the educational program”; and

Whereas, Article VI. § 3 specifies that “The University faculty shall be responsible for the conduct of the University’s instruction, research and service programs”; and

Whereas, Title 8, Chapter II, Part 52 (b) (3) of the Regulations of the Commissioner stipulates that “For each curriculum the institution shall designate a body of faculty who, with the academic officers of the institution, shall be responsible for setting curricular objectives, for determining the means by which achievement of objectives is measured, for evaluating the achievement of curricular objectives and for providing academic advice to students. The faculty shall be sufficient in number to assure breadth and depth of instruction and the proper discharge of all other faculty responsibilities. The ratio of faculty to students in each course shall be sufficient to assure effective instruction”; and

Whereas, Title 8, Chapter II, Part 52 (c) (5) of the Regulations of the Commissioner requires that “The institution shall assure that credit is granted only to students who have achieved the stated objectives of each credit-bearing learning activity”; and

Whereas, Title 8, Chapter II, Part 52 (e) (4) of the Regulations of the Commissioner identifies an administrative responsibility to ensure that “Academic policies applicable to each course, including learning objectives and methods of assessing student achievement, shall be made explicit by the instructor at the beginning of each term”; and

Whereas, academic institutional support, including a philosophical commitment evidenced by allocations of both financial and human resources, is required for internships and all credit-
bearing experiential education to meet program goals of the department and academic units that offer them (e.g., interdisciplinary centers and cooperative education programs); and

Whereas, SUNY instructional faculty in academic departments and SUNY instructional support personnel in Career Development Centers share a common purpose to serve SUNY’s students and SUNY’s commitment to experiential education/applied learning; and

Whereas, academic departments and institutions that offer internships have a responsibility to assure the availability of adequate funding for appropriate faculty supervision of all types of credit-bearing applied learning, including regular internship site visits and/or other means of effective internship supervision; and

Whereas the New York State Education Department includes the expectation that “qualified members of the faculty are assigned to oversee each internship experience,” for the approval and registration of programs containing required internships, (Guidance on General Academic Program Documents);

Therefore be it Resolved that all SUNY experiential education such as internships, co-operative education, and all applied learning and/or experiential education earning academic credit shall be a responsibility of appropriate faculty who are members of the academic department (or similar academic unit) within the discipline in which the internship is offered and should be qualified to supervise the internship and other experiential education in the respective subject area; and

Be it Further Resolved that specific learning outcomes, carefully defined by faculty, will dictate the role a given applied learning experience contributes toward the requirements for the major or program; and

Be it Further Resolved that such credit-bearing experiential education shall be delivered with academic rigor and attention to educational effectiveness; and

Be it Further Resolved that faculty compensation and schedule for instruction and supervision of experiential education courses including internships, co-ops, and all other types of credit-bearing experiential education shall be commensurate with compensation and schedule adjustment of any other credit-bearing course taught by that faculty member, and,

Be it Further Resolved that when possible, faculty and student development personnel including Offices of Career Development shall work together to enrich the student educational experience.

Passed without Dissent

Resolution on Fellowships to support graduate research for SUNY undergraduate students who wish to attend graduate school

Whereas, there are limited external funding sources for graduate student research in both STEM and non-STEM areas and
Whereas, many outstanding SUNY undergraduate students engage in research projects but go elsewhere for graduate studies, and

Whereas, findings from *The 2015 Study of How to Engage SUNY-STEM Graduates in New York State* indicates that the most important initiative to attract outstanding students to SUNY graduate programs is to offer those students assistantships, and

Whereas, the faculty of each baccalaureate-granting campus value the research agendas of its undergraduate students, and

Whereas, student research is seen as an important link to economic development and jobs in New York State

Therefore be it Resolved that the University Faculty Senate encourages the SUNY administration to explore the feasibility of offering a Chancellor’s graduate fellowship at each baccalaureate-granting campus to an outstanding undergraduate SUNY student to begin their graduate work at a SUNY institution.

Passed without Dissent

Resolution on Open Access Publication

Whereas, SUNY faculty members create scholarly research and publish it with commercial publishers to sell to libraries at increasingly unaffordable prices; and

Whereas, the SUNY Libraries recognize the need for faculty and students to have access to, read, publish in, and to cite high quality, high-impact journals in their fields of study; and

Whereas, SUNY needs to develop a multi-faceted long-term strategy for scholarly communications and library funding across our campuses; and

Whereas, such a strategy will require strong statements of direction from the SUNY System Office, significant cultural change on our campuses, and alignment with faculty governance;

There be it Resolved that the University Faculty Senate encourages SUNY, its Libraries, and the Faculty to explore and support alternatives to publishing scholarship with commercial publishers; and

Be it Further Resolved that the Executive Committee of the University Faculty Senate work with the SUNY Provost office, the SUNY Librarians Association, the SUNY Council of Library Directors, and other stakeholders to create a task force to explore alternative models of scholarly publishing and communications, and their impact on promotions and continuing appointment, and to report back to the University Faculty Senate with an interim report at the Winter 2016 UFS Plenary meeting, and with a final report at the Spring 2016 UFS Plenary meeting, regarding the feasibility, desirability and logistics of adopting such alternative models.
Passed without Dissent

Resolution on the Funding of the National Science Foundation

Background:
The United States House of Representatives Science, Space and Technology Committee released its version of the America COMPETES Reauthorization Act of 2015 on April 15, 2015 and the bill is currently moving through the House. This bill serves as authorizing legislation for the National Science Foundation (NSF) and other basic science agencies.

Resolution:
Whereas, the current version of America COMPETES Reauthorization Act of 2015 attempts to micro-manage the National Science Foundation by providing specific authorizations for NSF’s individual directorates; and

Whereas, the current version of the bill would cut funding to the Social, Behavioral, and Economic Sciences Directorate by a factor of almost 45% below FY 2015 levels; and

Whereas, social science research is essential to well-rounded and comprehensive public debate in a free society, and that research in social science is essential to a national science research agenda; and

Whereas, we believe that efforts to single out certain disciplines for reductions in funding threaten the integrity of the rigorous scientific review process that federal agencies use to fund research that advances knowledge; therefore

Be it resolved that the State University of New York University Faculty Senate urges Congress to reject this bill and to instead pass legislation that funds the NSF as a whole and that provides sufficient funds to increase monies in all areas of scientific endeavor; and

Be It Further Resolved that this resolution be communicated with the leadership of the State University of New York, members of the New York Congressional delegation, and the leadership of the House of Representatives and the Senate of the United States.

Passed without Dissent

Resolution on Presidential Evaluations

Whereas, the University Faculty Senate and Chancellor have discussed the importance of Presidential Evaluation over time; and

Whereas, the University Faculty Senate appreciates the opportunity to engage in the Presidential Evaluation process; and
Whereas, this first cycle of Presidential Evaluation on ten SUNY campuses is valuable and is intended to support quality public higher education; and

Whereas, the process attempts to include campus faculty governance leaders and others; and

Whereas, the intent of such review incorporates a commitment to a transparent and thorough process implemented by the Chancellor and to which Presidents are accountable; and

Whereas, campuses involved are expressing concerns about meeting the current immediate deadlines for response and about the variant nature of the deadlines across the different campuses;

Therefore Be it Resolved that all participants in the evaluation process be provided one month from the date of their notification to return responses; and

Be it Further Resolved that following this first round of reviews the Chancellor establish a process including campus governance leaders and University Faculty Leadership, to review the current process and recommend changes for future Presidential Evaluations.

Passed without Dissent

Announcements

University Faculty Senate Awards

Carl P. Wiezalis University Faculty Senate Fellow is” the Senate’s highest honor to give to one of its own. The University Faculty Senate from time to time bestows the status of Fellow on a current or former UFS Senator …[who has] achieved a reputation for exceptional service in the area of faculty governance.”

Pete Knuepfer, Ron Sarner, Joe Hildreth

The UFS proudly names Ronald Sarner, SUNY Polytechnic Institute, as the third person so honored. Ron has been an active and impressive member of the University Faculty Senate of and on since 1981, for a total of over 20 years. During that time, in addition to being a senator,
he has been a member or chaired the University Operations Committee, the Governance Committee, the Undergraduate Academic Programs and Policies Committee, and the Executive Committee as a representative of the Colleges of Technology. He was also an important member of two Visitation Teams representing the Senate to investigate problems of governance at the SUNY College of Technology at Alfred and the SUNY College of Technology at Cobleskill and a key author of the report of both visits. Ron served on the Senate’s Task Force on Grading and another one on Learning Analytics. He currently serves as one of the three Senate representatives to the SUNY Student Mobility Steering Committee.

Ron has not only served or chaired the committees listed above, but has been an extremely essential and productive part of them. He has authored several key reports for the Senate: one on gender and ethnicity across SUNY campuses and another on SUNY fees. He was also deeply involved in a major Senate project, the “big dig,” to identify the numbers of faculty and administrators within SUNY—a task that seems deceptively simply, but was extraordinarily complex. He has been an effective sector representative of the Colleges of Technology on the Executive Committee.

While the list of Ron’s contributions is only touched upon here, what is equally important is his indispensable contributions to the quality of discussion, debate, and decisions that occur in the meetings of the Executive Committee and the Senate’s Plenaries. He is a fount of relevant and important information and wise advice in those venues. Early recognition of the quality of his service to the Senate was his being named the first recipient of the Chugh/University Faculty Senate Outstanding Service Award.

Chugh/University Faculty Senate Outstanding Service Award “is conferred by the University Faculty Senate Executive Committee…[to a colleague who has] achieved a reputation for outstanding service in the area of faculty governance at the System and Campus levels… for a sustained level of commitment for a minimum of five (5) years.”

Pete Knuepfer, Edward Feldman

The UFS proudly presents this year’s Chugh/University Faculty Senate Outstanding Service Award to Dr. Edward Feldman of Stony Brook Medicine. In addition to his active involvement in the Medical School Admissions Committee at Stony Brook for many years and as the Faculty
Advisor for the Peer Counseling Program in the Health Sciences—and he has received a number of teaching and service awards over the years—Ed Feldman has been extremely active in its University Senate. He has served on the School of Medicine Senate and has been the Health Sciences Senator to the University Senate. In the Stony Brook University Senate, he has chaired its Administrative Review and Student Life Committees as well as being elected Secretary of the University Senate. His significant contributions to the Senate led his colleagues to elect him as their President, a position he currently holds, where he has spearheaded efforts to enhance shared governance with administration, students and professional staff. Dr. Feldman sits on the Stony Brook Council, the University Council and the Provost’s Advisory Group.

At the SUNY State-wide level, Feldman has been an active member of the SUNY University Faculty Senate for 7 years. He chaired both its Student Life and the Graduate and Research Committees and, in both cases, developed significant initiatives. While chairing the Student Life Committee, he led the committee to develop a publication on “Campus Traditions,” led in the development of a White Paper on disparities in student health insurance at different campuses and advocated for increased mental health care for students in the post-Virginia Tech era. He was instrumental in the Graduate and Research Committee’s Inaugural Graduate Research Symposium. He was the elected representative of the Health Sciences Sector on the University Faculty Senate’s Executive Committee and, more recently, he was elected as the Vice-President/Secretary of the University Senate. In both positions, he was a significant contributor to the work of the Executive Committee on which he continues to serve.

*University Faculty Senate Emeritus Award* “is conferred by the University Faculty Senate [to a former Senator who has] achieved a reputation for outstanding service to the Senate in several capacities over a considerable period of time.”

The UFS proudly presents this award to **Richard Collier**, University of Albany. Dick Collier began working for the cause of strong shared governance in the late 1960s as the student representative for academic issues to the Albany State Faculty Senate. Ever the logical thinker, Dick and his compatriots realized that the 124 credit graduation requirement that was policy at that time, made very little sense in a 3-credit system. Five 3-credit courses each semester for eight semesters made much more sense. Dick wrote his first legislation to change academic
policy at the Albany State from 124 credits to 120 credits, and it passed. To this day, students at
the University of Albany graduate with 120 credits. This seemingly small victory set in motion
almost 40 years of policy writing, senate service, and shared governance advocacy.

As an academic advisor, assistant dean, and eventually head of Office of Student Affairs, Dick
has been the UAlbany and SUNY Poly expert on governance, local academic policy, and SUNY-
wide policy for decades. On the UAlbany campus, he served as Secretary of the Senate for many
years, guiding the critical Governance Council of the University Senate. The Governance
Council is the committee on committees with the important function of interacting with
administration and student governance to assure faculty representation on university committees,
hold elections, and apportion representatives from the colleges. Dick mentored dozens of us,
neophytes and veterans alike, to instill a sense of duty to protect and manage our academic
curriculum. The strength of the UAlbany Senate is in large part due to Dick’s unwavering
commitment to shared governance.

In early 2002, Dick played a major role in re-writing the bylaws of UAlbany and, over the past
several months, has done the same with the fledgling SUNY Poly Joint Governance structure.
His years of experience and his uncanny ability to spot loopholes, ambiguity, and potentially
unfair consequences for students has allowed both campuses to pass major revisions of clean,
crisp policy that strengthened the shared governance process.

Dick’s service to the University Faculty Senate started back in 1986 and continued formally to at
least 2009. He served multiple terms as the Senator from UAlbany and, in that time, chaired the
Undergraduate and Student Life Committees. From 2000 to 2002, he served as its Vice
President/Secretary with distinction.

In a word, Dick as contributed to local and statewide policies, resolutions, and senate
publications (e.g., Assessment at SUNY, 1992) that are too numerous to count. He was also the
last “senate poet,” carrying on a long tradition of ending each Plenary Meeting with a poem that
wrapped up the sentiment of the meeting. The 2008 spring issue of this Bulletin provides a
perfect example of Dick’s talent, and in a special section, “The Poet’s Corner,” set up especially
for his continued contributions, are two of his poems that he delivered in accepting this award.

*Friend of the Senate Award* is an “award for a non-elected member of the Senate for someone
outside the Senate for outstanding service to the Senate.
The UFS proudly presents this award to Tina Good, Suffolk Community College and President of the Faculty Council of Community Colleges. Dr. Tina Good, outgoing President of the Faculty Council of Community Colleges and a faculty member of Suffolk County Community College, has done extraordinary work on behalf of the Faculty Council through her six years of service as its president, including being a member of the SUNY Board of Trustees the last five years. She has been a tireless advocate for the SUNY community colleges and for the Faculty Council. But this award is a result of the work she has done jointly with the University Faculty Senate to further the role of faculty in shared governance within and across SUNY. Admittedly, on occasion the relationship between the Council and the Senate has been adversarial, but it has always been collegial. But when our two organizations work together on issues, we have accomplished much together. These include the development of the seamless transfer initiative with the provost, in which she pressed to maintain the rights of faculty even as we sought to facilitate our students’ successful completion of their programs.

Tina was instrumental in the launch of SUNY Voices, especially the Strategic Planning working group that developed the project, the organization of two very successful Shared Governance Conferences, as well as the Orientations/leadership Institutes for faculty and student campus governance leaders. She has been an important contributor to the evolution of the chancellor’s Open SUNY initiative.

Most recently, Tina was a key contributor to a joint effort of the Senate, the Council, and the CUNY University Faculty Senate to make it clear to legislators that it is the faculty that determine the curriculum. She has worked closely and effectively with past Senate President Ken O’Brien and the current President Pete Knuepfer, always championing the cause of shared governance, the central role of the faculty, and the integrity of the community colleges. It is this record of collaborative achievement that makes her a deserving winner of the Friends of the Senate award.

*Shared Governance Award* is “a system-level honor and recognition …[that is] conferred annually upon one SUNY campus in recognition of outstanding contributions to the
advancement of shared governance. This award underscores SUNY’s commitment to academic excellence and public good through collaborative models of governance.

This year’s award goes to **Orange County Community College** for its collaborative actions in support of shared governance. Members of the campus governance Executive Committee, including campus governance leader Michelle Tubbs were present to receive their award at the SUNY Voices Shared Governance Conference held at Onondaga Community College on March 20, 2015. Tina Good, President of the Faculty Council of Community Colleges, and Peter Knuepfer, University Faculty Senate President, presented them with the award.

When receiving the award, Professor Tubbs noted that shared governance at SUNY Orange touches every corner of the campus and allows for all constituencies to contribute to decision making and to the creation or revision of all campus policies and procedures. The campus governance organization at SUNY Orange has its own budget and its Executive Committee is free to use those operating funds in any way it deems appropriate. Funding plus strong processes, working bylaws, and faculty commitment to shared governance are some of the reasons SUNY Orange was this year's winner. Professor Tubbs further commented that even with the sound infrastructure they have in place, it is the commitment from the Executive Committee and the college president, Bill Richards, who have kept shared governance operating effectively at their campus. President Richards is retiring this year, so Professor Tubbs and the Executive Committee were thrilled to receive the shared governance award at this time. For them, receiving the 2015 SUNY Voices Shared Governance Award is a tribute not only to the campus community who works hard to maintain a collaborative and collegial environment but also to President Richards. Congratulations SUNY Orange!

Awards for Diversity and Inclusion

**Carlos Medina, Chief Diversity Officer and Senior Associate Vice Chancellor for Diversity, Equity, and Inclusion,** and

**Kevin Antoine, Diversity Officer at SUNY Downstate Medical Center**

Carlos Medina and Kevin Antoine received the 2014 Diversity Visionary Award from INSIGHT Into Diversity Magazine, the only individual honor of its kind. In addition, the magazine honored SUNY System Administration, SUNY Downstate Medical Center, SUNY Oneonta, and SUNY Buffalo State with the prestigious HEED Award, which recognizes an outstanding commitment to diversity and inclusion. SUNY System also received this award in 2012 and 2013.

New appointments to System Administration

**Eileen McLoughlin as Vice Chancellor for Financial Services and Chief Financial Officer**

On November 6, 2014, the Board of Trustees appointed Eileen McLoughlin as Vice Chancellor for Financial Services and Chief Financial Officer. Ms. McLoughlin is a highly skilled professional in the financial arena with more than thirty years of experience in finance, and more than fifteen years in the finances of higher education. Before coming to SUNY, she was
assistant vice president of finance and budgeting at Rensselaer Polytechnic Institute, where she focused on financial analysis, planning, and management decision-making support. She was responsible for managing and overseeing an annual budget of over $400 million and had other fiscal reporting responsibilities.

Chancellor Zimpher pointed out that “As SUNY readies for another budget cycle and enters into its fifth year of its strategic plan, Eileen’s leadership and expertise will be extremely valuable. Ms. McLoughlin received her bachelor’s degree from the University at Albany and her M.B.A. from the Lally School of Management and Technology at Rensselaer Polytechnic Institute.

Joseph B. Porter as Vice Chancellor for Legal Affairs and General Counsel

On March 11, 2015, the Board of Trustees appointed Joseph B. Porter as Vice Chancellor for Legal Affairs and General Counsel effective June 4, 2015. Mr. Porter served as the general counsel for Excelsior College for 10 years. Prior to that, he was initially deputy counsel and then executive director of New York State Office of Teaching in the New York State Department of Education, after leaving his post as deputy counsel and legislative representative of the New York State School Boards Association. Mr. Porter received his BA in History and American Studies from Manhattan College and is a graduate of Albany Law School.

In announcing his appointment, Carl McCall, chairman of the Board of Trustees, indicated that “Joe Porter comes to SUNY with an impressive and distinctive portfolio” of talent and experience. Chancellor Zimpher also commented that “That with decades of experience in education law and an established expertise as counsel in the higher education sector, it is clear that Joe Porter is ideally suited for our university system.”

Conferences

SUNY Voices Second Annual Conference on Shared Governance: Rethinking Shared Governance in Higher Education

On March 20-21, 2015, this conference--sponsored by the SUNY University Faculty Senate, the SUNY Faculty Council of Community Colleges, and the SUNY Student Assembly--was held at Onondaga Community College. In addition to 2 keynote speakers, there were 130 attendees from a wide variety of SUNY campuses, and about half of them presented papers, were panelists, or participated in a roundtable.

After welcoming remarks by Chancellor Zimpher via video, Susan Resneck Pierce, president of SRP Consulting, LLC and president emeriti of the University of Puget Sound, gave the opening keynote address on Friday on “The Shattering of Shared Governance: Why Has it Happened and What Do We Do About it?” A second keynote address, on Saturday, was by Steven Bahls, president of Augustana College. Both keynote speakers have a long history of involvement, consulting, and publishing in the field of higher education.

The panels and roundtables covered such topics as:

- Building an infrastructure for shared governance.
• Developing a uniform policy on sexual violence response and prevention
• System-wide governance in the Community College sector.
• The changing roles of presidents and provosts in shared governance.
• Creating shared governance in developing a campus budget process.
• Onondaga Community College’s progress in shared governance.
• Developing institutional learning outcomes: Taking a risk on a faculty-driven process.
• Shared governance and the StartUp NY program.
• Shared governance from both sides of the fence.
• A panel reviewing important books on shared governance.
• Bridging the participation gap: Ways to engage faculty in shared governance.
• The SUNY provost’s Open SUNY Advisory Committee and shared governance.
• Developing an academic freedom statement.
• What is the role of Trustees in Community College shared governance?
• The impact of diversity on shared governance.
• A conference wrap-up roundtable: Working together to share governance.

The papers presented at this conference will likely be published in 2016 by the SUNY Press, along with the papers presented at the 1st Annual Conference held in 2014.