Remarks from Chancellor John Ryan on the SUNY Budget

The State University of New York is an institution of higher learning with 418,000 students, 82,000 faculty and employees and an all funds budget of over $9.8 billion. If you compare it to the Fortune 500 listing, SUNY would rank around 200th. But we have a very special mission at SUNY, so we strive to operate in a way that best benefits our students, faculty and staff; and we take seriously the large economic contribution we make to the state's economy and our host communities.

Like many of the top businesses in the country, SUNY has reached that time of year when it must make the defining transition from securing funding to implementing funding. With the 2007-08 New York State Budget now in place, SUNY’s 64 campuses are ready to execute their individual plans.

Governor Spitzer gave SUNY a good start with his Executive budget proposal. He provided fiscal stability and modest growth while holding the line on tuition, strengthening our faculty and continuing investment in the Empire Innovation Program and our capital construction and deferred maintenance needs. He also called for the creation of a Commission on Public Higher Education in New York State – something SUNY strongly supports.

The New York State Legislature enhanced the Governor's proposal by providing additional funds for operating aid and full time faculty, community college base aid and small college assistance, opportunity programs and cutting-edge research.

We are especially pleased this year's budget doubled the Empire Innovation Program funding to $12 million, allowing SUNY to continue its hiring of top rank research faculty. SUNY’s Empire Innovation Program is key to enhancing both our research portfolio and the state’s economy through targeted, cluster hires in strategic research areas.

This increased funding will enable SUNY to move closer to its goal of going from good to Great.

Strategic investment in higher education produces economic benefits not only for college graduates, who earn, on average, nearly $1 million dollars more over their working lifetime for having a degree, but also for state and local communities. For example, for every dollar received, SUNY generates $8 in spending in New York State. For every research dollar received, the National Science Foundation estimates that SUNY creates 29 jobs, the equivalent of bringing a small business to life. With almost $900 million in research conducted at our campuses, SUNY is contributing greatly to our economy.

The bottom line is that every investment in SUNY is an investment in our future. SUNY will also be working to meet the State Budget's call to establish, by next year, a comprehensive, new five-year capital finance plan for the University's state operated campuses and community colleges for educational facilities, residence halls and hospital facilities. While we had hoped for additional construction and critical maintenance appropriations by the Legislature to support our capital plan needs, which total billions of dollars, the $380 million provided in the Budget will help our state-operated campuses maintain and rehabilitate many campus facilities across the state. Unfortunately, our community colleges capital needs were left out of the budget. We continue to work for a resolution of this situation.

Overall, the budget adopted by Governor Spitzer and the State Legislature shows their commitment to public higher education. We have commenced foundation work for the Commission on Public Higher Education, which will help develop a strategic plan for the future of SUNY. I am very proud of the superb work of the 82,000 professionals who bring SUNY to life each day. Thank you for all you do to make SUNY and your institution special.
A Message From

Provost Risa Palm

There is a great deal of change that has taken place here in Albany, and much change to come in the next few years. Change brings opportunity, and one of the very exciting opportunities we will have is our contribution to the Governor's Commission on the Future of Public Higher Education in the State of New York.

I have given some thought to the nature of this commission, its charge, and the kinds of information the members of the commission might need. We are in the process of putting together some background information, an "environmental scan", that will provide commission members with a fast start on topics such as economic and demographic trends in the State of New York and nationally, and the role of public higher education in the “knowledge economy.”

There are many interesting and helpful questions that the commission can address. As a newcomer to the state of New York, I am curious about the historic role of public higher education in the constellation of available options. When I was in high school in Minnesota, there was no question that “The U” (the local name for the University of Minnesota) was the destination of choice for the majority of my classmates. This was not simply a question of cost, but rather a general mindset that “the U” was our university, that the university's alma mater and the state's official song were the same, that we all cheered for the “Golden Gophers”, and that our public university was a great choice for most qualified students. I have not observed that New Yorkers make that assumption about the role and quality of SUNY schools in New York. This situation has many implications, not the least of which involves the very nature of public higher education in a liberal democracy. I am hopeful that among the questions the commission takes up will be this issue of the prominence of public higher education in New York.

There are several other ongoing projects that will affect the faculty:

• Pilot program between SUNY and Nanjing University, led by Stony Brook and the Levin Institute. First classes should be offered in the fall of 2007.

• Search for Vice President for Research who will link the Research Foundation with the Office of Academic Affairs, and the campus research officers and graduate deans. I think that such an office will offer us the ability to work even more closely together on large research/graduate education projects.

• Search for a Vice Provost for Diversity and Educational Equity to provide leadership and strategic direction to all our campuses in connection with the recruitment and retention of faculty, students and administrators who come from groups within our society that are underrepresented at SUNY.

• We are looking at several programs to try to assist faculty in course re-design (particularly for multi-section lower division courses) and to assist students in charting their academic progress to keep them on track to finish their degrees in a timely manner.

I look forward to working with the faculty on these and other projects in the coming months.
The presidency of the SUNY University Faculty Senate has been the most challenging professional experience of my life. The position is humbling in its political complexity and in the diversity of the unique organizational responsibilities. I have always felt that variety in life experience prepares one for future work, but the only things that prepare one for this office of president is the office itself, live and learn. Additionally, I have turned to the members of the Senate, four previous Senate presidents, Carol Donato, secretary to the Senate, faculty and staff from across the System, System Administrators, campus presidents, Research Foundation staff and colleagues outside of SUNY to assist with the Senate’s program of work. These relationships and partnerships have led to a much more respected and effective governance body. I have not done this in isolation; this has been a team effort.

The Senate began 2005 with serious problems at Alfred State College. With the exceptional work of the Campus Visitation Team, the Senate was able to help resolve the conflicts at that institution with a visitation/report protocol unique in public and private higher education in the United States. The problems of energy and the environment are immediate and pervasive. These issues will not wait. The Faculty Senate, in partnership with System Administration, the Research Foundation and public and private agencies is planning a major conference on Energy and the Environment in November. This will be an opportunity for SUNY to publicize its Energy Task Force Report, its related research effort across our System, and its intention to become national and international leader in these areas.

The University Faculty Senate budget in 2005 was inadequate for the regular work of the Senate, let alone for any new initiatives. Several months were spent developing the first real budget in many years and increased the campus stipend by $3000 per Senator. Equally important, in the future, the Senate’s budget resources will be rolled forward to the next academic year to support its multi-year initiatives, and the Chancellor and the Chief Financial Officer of SUNY promised to apply the inflation measures captured by the Higher Education Price Index (HEPI) to our budget request every two years. Consequently, the Senate finally has a workable financial foundation.

One of the outstanding accomplishments of the Senate last year was the passage of legislation in the New York State Legislature and signed by the Governor Pataki that placed the President of the Senate on the SUNY Board of Trustees. The Senate and, in fact, all SUNY faculty and staff should celebrate the final success of this 50-year quest, which becomes effective on July 1, 2007.

The Senate’s committees accomplish much of its project work throughout the year. The Senate owes a debt of gratitude to its Committees, both standing and ad hoc. The Academic Integrity Symposium organized by the Undergraduate Committee is but one example of the exceptional “products” of the Senate committees.

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Respect for faculty by System Administration is demonstrated by including representatives of the Senate on System-level task forces and committees. I must report that over the last two years we have been included in almost everything: Search Committee for the Chancellor, Search Committee for the Provost, Chancellor’s Committee on Leadership Development, Chancellor’s Energy Task Force, Provost’s Faculty Development Task Force, Search Committee for Vice-Provost for Diversity and Educational Equity, the Provost’s Committee on Academic Integrity, and the Budget Allocation Process II Committee are examples. After the Board of Trustees meeting on March 20, 2007, Chair Thomas Egan informed me that he has every intention of including faculty on the upcoming Search Committee for the new Chancellor. This is where the Senate wants and needs to be.

For the last two years the Senate has worked assiduously to advance an improved public image of our under-appreciated great university. While the pedagogy throughout SUNY remains strong and well-evaluated, the Senate decided to explore ways to amplify the contributions of faculty and staff to service and scholarship. The Senate invested resources in educating its members to the problems of our State and nation related to K-16 education. I believe that the Senate has “defined the problem” relevant to its interests and capabilities. Now it must decide what part or parts of this problem continuum it wishes to address. I have continuous interaction with the NYS Business and Education Consortium, the New York State Department of Education and the New York State Legislature as to what the Senate is and what it, using the talent and experience of SUNY faculty, might do to assist with these important societal problems. We need a Marshall Plan to rebuild education in the State and nation. While we, the faculty and staff, can’t fix all of the woes, we must be members of the “remediation team.” How can we do otherwise? Teacher Education is clearly an area of priority in SUNY, and the Senate is working with the Provost’s Office and UUP to organize a symposium to address the needs of our teacher colleagues.

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Continued on page 4
The Senate’s successes over the last two years, briefly highlighted above, are only part of our Senate’s story. It has many more plans to enhance the already recognized quality of SUNY. The Senate’s Faculty Leadership Development program is an opportunity for those who wish to develop new skills to do so. The merit of this activity will be measured over time.

The Student Leadership Development program opportunity could become a great joint project with the Student Assembly. A System-wide student leadership curriculum can add value to our SUNY degree programs.

Our SUNY Service Corps Task Force, under the leadership of Ram Chugh (Emeritus, Potsdam), is moving rapidly to complete a whitepaper on phase I of the initiative, the SUNY Service Corps for Retirees. The potential of this unique System-wide, State-wide Service Corps is beyond measure.

I have worked diligently over the last two years to build and repair bridges with SUNY departments, State agencies, and community organizations. My goal has been to formulate partnerships with people and organizations with which we share a common cause.

Recognition and respect for the Faculty Senate has improved with Legislative, administrative and organizational exposure to our leaders and our agenda. It is with pride and joy I serve the faculty and staff of our improved public university. I thank the members of the Senate for their support, their work, and their commitment to its mission.

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**The Charles B. Wang Center at Stony Brook University**

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**Message from the President...**

Continued from page 3

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The New York State Assembly/Senate Puerto Rican/Hispanic Task Force held their annual Winter Conference on November 9-14, 2006 in San Juan, Puerto Rico. The Winter Conference was divided into three areas of activity: 1) Somos “El Futuro-Economic Development Workshop” on Friday, November 10th, 2) “A Higher Education Summit” on Saturday, November 11th and, 3) “The Psychological Impact of Asthma” on Sunday, November 12th. Chancellor John Ryan and Senate President Carl Wiezalis were invited to represent SUNY on the panels that served to discuss issues relevant to the substance of the conference.

The Somos El Futuro conferences, sponsored by the Puerto Rican/Hispanic Task Force, are held annually – in the spring in Albany and in the fall in Puerto Rico. Assemblyman Peter M. Rivera, 76th District Bronx County, Chairman of the New York State Assembly Puerto Rican/Hispanic Task Force, was the master of ceremonies for the programs and receptions of the winter conference. At the invitation of Assemblyman Rivera, the chancellor and Senate president attended a Special Reception hosted by new Governor-elect Eliot Spitzer and his wife. Also attending was a large delegation of New York State Assemblymen, Senators, business leaders and regular Somos El Futuro supporters.

Due to the late arrival of then Governor-elect Eliot Spitzer, Lieutenant Governor-elect David A. Paterson offered opening remarks along with Chair Peter Rivera. The panel presentations were very well attended by hundreds of community activists and government leaders.

Chancellor John Ryan of the State University of New York and Chancellor Matthew Goldstein of the City University of New York were lead-off speakers for the Saturday morning and afternoon panel presentations respectively. Senate President Wiezalis was a member of the afternoon panel. William Schuermann, President of United University Professionals (UUP) and Raul Huerta, (Morrisville State College) Chair of Latino Affairs Committee of UUP, both SUNY leaders, also participated in the panel presentation.

Both panels on Saturday consisted of academic experts and professional leaders of organizations that affect P-16 education across the United States today. The purpose of the Summit was to examine the state of elementary, secondary and higher education in the United States with regard to the performance of Hispanic students. The panelists presented and discussed actions and plans to improve the preparation, performance, retention and graduation of Hispanic students at all levels of education, especially in terms of how these would impact Hispanic communities, the state’s economy, and the nation’s competitiveness internationally.

The conference made clear that there is much work that needs to be done to improve the success not only of Hispanic students but also of all students in our P-16 systems. The future of American society is dependent upon the success of its students – children and adult. The presentations at this conference served to suggest ways to do so.
Highlights of the Winter Plenary Meeting

SECTOR REPORTS

University Colleges
Runi Mukherji, Old Westbury, convenor

There were several areas that were the focus of discussion. One of the unintended consequences of the General Education mandate was the need to hire additional adjunct and contingent faculty in key areas like American History and the Languages. However, available resources do not yet match the needs of campuses to offer an adequate number of multiple sections of the relevant courses. This is despite the laudable increase in the number of full-time faculty in the coming year's budget. Similarly, the need for faculty to participate in adequately assessing the General Education curriculum by attending daylong workshops an assessment rubrics is an unfunded mandate since there aren't sufficient campus resources on many campuses for this purpose. Having inherited the General Education curriculum and its assessments, the sector senators are interested in how satisfied the Chancellor is with the requirements as a whole, the results of assessment thus far, the overall delivery of the General Education curriculum, and the unintended dramatic increase in the number of part-time faculty in some content areas as a result of this curricular requirement.

The new budget contains a number of new faculty lines dedicated to “research” faculty, most of which have been allocated to campuses outside this sector. There also appears to be an emphasis on funding research that has commercial application or advantage. These two apparently new budgetary directions have the cumulative effect of devaluing teaching as well as the endeavors of faculty engaged in basic research, both of which are primary emphases for faculty in this sector.

The Chancellor's commitment to transparency and consultation at all levels in the SUNY system seem not to have seeped down to all campuses. A number of examples were discussed that highlighted the lack of consultation and transparency on several campuses within this sector.

Provost Palm indicated that SUNY would participate in the Course Redesign initiative of the National Center for Academic Transformation, and campuses that volunteered to participate would be given resources to do so; but resources would not be provided through this initiative for campuses that wish to rethink and redesign current pedagogy on their courses using other paradigms. Yet, the sector Senators suggested that the only available evidence that supports NCAT claim of lowered costs and increased student learning outcomes comes from in-house research, not from any independent reviewing agency. Equally important, there has been no consultation with the faculty about the adoption of this initiative. Consequently, this sector urges the Chancellor and the Provost to carefully review the evidence supporting the efficacy and purported outcomes of the NCAT Course Redesign paradigm, and to consult widely with the faculty of SUNY before implementing this initiative.

Health Sciences Centers
Sara Grethlein, Upstate Medical University, convenor

The Sector discussed the recent Berger Commission Report that was enacted by the State Legislature. This is of significant concern to the sector as it requires a re-evaluation of privatization. This has been a recurring theme, but now has some power of law behind it (considering but not yet requiring privatization). In addition, there were specific elements of the report that directly impact SUNY University Hospitals in Syracuse and Buffalo. Stony Brook was mentioned and the report required increased flexibility for Stony Brook. The Sector prepared a proposed resolution of support for keeping University Health Science Centers part of SUNY and not having them privatized.

We discussed the need for a status report on the hiring of a health science sector administrator at SUNY central. We raised concerns about meeting state needs related to schools of nursing and allied health. This was specifically related to the needs of part-time students as well as the dearth of masters and doctoral trained nurses in the community, which is requiring the hiring of adjunct faculty. We are not overly concerned about hiring additional adjuncts in the nursing schools. We have many midlife career changing students. The high needs program allows us to do more of that. There is a national shortage of nurses with a masters or doctoral degree. There just aren’t enough people interested in getting these advanced degrees and we would be interested in hearing the extent to which the chancellor is amenable to hearing about ideas to address this (e.g., providing scholarships for higher degree study).

We also raised the question of consideration of ongoing needs for capital support for classroom and clinical space.

United Colleges of Technology
Joseph Petrick, Alfred State, convenor

There was considerable discussion about the importance and value of greater consultation on the part of System Administration with faculty as well senior campus administrators on the mission and vision of their campuses and sectors. Faculty provide another unique perspective on campus needs that are needed to supplement those of administrators. As a case in point, many faculty would give higher priority to ensuring adequate library resources than seems to be the case of some presidents on some campuses, especially as the number of academic programs are increased.

The sector also proposed greater faculty and staff participation in a sector mission review process.

Specialized and Statutory Colleges
Peer Bode, Alfred Ceramics, convenor

The sector is pleased to report that the Specialized Colleges are seeing that enrollments are up, new faculty are being hired, and there are new presidents and provosts in currently in place or that there will be some others shortly.
There was some interest in the campuses receiving more and better demographic information to assist faculty in curriculum development and implementation. This is important for both short-term and long-term curricular planning.

The members of the sector were pleased with the changes that had taken place with respect to the administration and governance of Alfred Ceramics. They also appreciated the completion of the long-awaited audit of Alfred Ceramics and Alfred University, and eagerly await the presentation of its results. There was some concern about the ambiguity of the current budget allocation process by which this year Alfred Ceramics received its budget allocation directly from the State Legislature and next year this will also be true for the statutory colleges of Cornell. The implications of this change in the allocation process is unclear.

University Centers
Bill Godfrey, Stony Brook, convenor

One focus of concern was the universal agreement of the inadequacy of SUNY funding for the libraries on the campuses. The group urged continued efforts to have SUNY implement the previous, but as yet unimplemented, University Faculty Senate resolution calling for an $8 million allocation of “catch-up” funds and future funding increases tied to something like the Higher Education Index. The sector was also concerned with the escalating costs for scientific journals and electronic materials that appear to disadvantage the Humanities and Social Sciences.

Questions were raised about the ownership of faculty lectures as intellectual property as a consequence of reported instances of lectures that were taped and then distributed without the permission of the faculty delivering the lecture.

Finally, the continued inadequate funding for Graduate Student Assistantships weakens our campuses to compete for the best graduate students. This is an issue that requires serious attention.

Campus Governance Leaders
Eric Johansson, Maritime, convenor

The CGLs are pleased with the Chancellor’s support of faculty, faculty governance, the “full-time faculty governance initiative,” and his support of transparency. Though generally gratified by the involvement of CGLs in the MOU process, they believe that in order to evidence widespread involvement in the MOU process, guidelines be developed to ensure that the final records be signed off by the College President, the CGL, and the Student Government President.

The CGLs note, on the basis of a survey and discussion at their meeting, that there is a wide range of types and frequency of communication between the CGL, and the President, the Provost, the College Council, and the College Foundation. This needs further examination.

The CGLs support strong efforts at joint advocacy at the campus level for adequate resources among administration, students, UUP, and the senate.

In Dr. Cline’s presentation about “campus representation on the BAP committee,” there is a noticeable absence of a campus governance leader. The CGLs request that a CGL be included in that committee.

The CGLs are interested in participating in any future leadership training workshops.

Graduate and Research Committee
Peter Nickerson, Buffalo, Chair

System Administration has completed a listing of all graduate programs throughout SUNY on its website as requested by a resolution of the University Faculty Senate last academic year.

The Committee is working with President Wiezalis and Professor Maureen Dolan, Chair of the Operations Committee, to plan a conference on “Energy and the Environment.” Most likely, this conference will be held in Saratoga Springs in November 2007. The Committee is also planning a future conference on research mentorship.

Continued on page 8

STANDING COMMITTEE REPORTS

Awards Committee
Sandra Michaels, Binghamton, Chair

The committee refined the notification for nominations for Distinguished Faculty Ranks, Chancellor’s Excellence Awards, and applications for Conversations in the Disciplines grants and ensured their timely distribution to the campuses. It continues to consider revisions of guidelines for promotion to the Distinguished Professor ranks and selection for the Chancellor’s Excellence Awards.

The Committee is continuing its efforts to develop an online review procedure for Conversations in the Disciplines grant proposal. A full trial run is planned before actual use prior June 4, 2007, which is the final selection meeting regarding these proposals.

As previously recommended by the Committee, this year’s dinner, hosted by System Administration, to honor those newly promoted to Distinguished Professor included all Distinguished Professor ranks. Newly commissioned medallions were presented to those honored at this dinner.

The Committee, with the approval of the Executive Committee and the Senate, created a new award, Fellow of the University Faculty Senate, to be awarded when appropriate for a Senator who has made extraordinary contributions to the activities of the Senate.

Highlights of the Winter Plenary Meeting

Palm updates the Senate on Provost Office activities.

New York State Senator Kenneth LaValle addresses the Senate on Higher Education issues.
Governance Committee
Ron Sarner, SUNYIT, Chair

Working with the School of Industrial and Labor Relations at Cornell University, the Committee is planning a series of events around the issue of “leadership.” The first of these is a presentation by Professor Samuel Bachrach of ILR at the Winter Plenary Meeting of the University Faculty Senate at Stony Brook University. There are also plans to have a “leadership workshop” in conjunction with the Spring Plenary Meeting at Brockport, and others at subsequent Plenary Meetings.

A survey instrument designed to determine the degree of interaction between campus governance structures and college councils was developed and will be distributed to Campus Governance Leaders with a report on the results anticipated in the spring.

Though not yet legally subjected to Governor Spitzer’s executive order with respect to open meeting and acceptance of gifts by state employees, the Committee encourages all campuses to permit open access to meetings of governance bodies proactively.

The Committee is aware of discussions taking place within System Administration regarding the 1975 AAUP censure of SUNY. There are a series of technical problems that need to be sorted out in order for their to be a review of that earlier action. The Committee will follow the progress of these discussions.

The committee is working on revisions of the Campus Visitation Procedures and, is also preparing a bibliography of “difficult presidencies,” with an introductory essay to frame the issue. There are some plans to secure a presentation by a respected expert on the topic of difficulty presidencies for one of the Senate’s Plenary Meetings. The Committee is also preparing an annotated bibliography on governance.

A spring completion date is expected for the latest version of the Governance Handbook and the Senate By-Laws and Procedures Handbook.

Operations Committee
Maureen Dolan, Old Westbury, Chair

A representative of the Committee will present some preliminary findings of its Faculty Diversity Study at the Winter Plenary Meeting. This study updates the 2001 report, “A Longitudinal Profile of the Faculty by Gender, 1980-1999,” using data from 1997 through to 2005 and by adding ethnicity as another variable.

The Committee was pleased that its resolution on “Enhancing SUNY Access to Electronic Databases” was adopted by acclamation by the University Faculty Senate at its Fall Plenary Meeting at Buffalo State. It is, however, disappointed that another of its resolutions that was passed by the University Faculty Senate to provide $8 million “catch-up funding for library acquisitions across SUNY did not have its desired effect: it was not included in the Chancellor’s Budget Request either last year or this year.

The “Draft Report of SUNY Energy Task Force,” in which the committee participated through the involvement of its chair on the Task Force, was well-received by the Board of Trustees Finance Committee at its June meeting. However, this report has not yet been submitted to the full board, reportedly because sections on financing and risk management are currently being expanded.

As indicated earlier, the Operations Committee is working with the Graduate and Research Committee to sponsor a conference for Fall 2007 on the Nexus of Energy/Environment/Public Health/Public Health.

A preliminary report on Associate Faculty is expected by the Spring 2007 Plenary Meeting, and work continues on examining the trends in the number and functions of Non-Teaching Professionals (NTPs).

Student Life Committee
Edward Feldman, Stony Brook, Chair

There was a report from the SUNY Student Assembly that supported the placement of the University Faculty Senate President on the SUNY Board of Trustees. Ed Engelbreit, head of the SUNY Office of University Life, describe the functions of that office: These include policy formation and interpretation, technical advice on laws and policies relevant to students, trouble-shooting to link campuses, planning a Pandemic Flu Symposium, advising on educational programming, handling parental complaints, and helping establish drug/alcohol prevention programs.

The Committee also discussed the possible implications of the Elizabeth Shin lawsuit against the Massachusetts Institute of Technology for not properly addressing her mental health issues and failing to notify her parents of their severity. Increasing numbers of students who have pre-existing mental health issues are enrolling in colleges and universities and many are using psychotropic medicines.

There is a subcommittee working on a list of “positive traditions” on the various campuses. This data collection project is expected to be completed by the spring or summer of 2007, with analysis planned for that fall.

The Committee is also exploring the differences in programs of “volunteerism,” “community service,” and “service learning.” The issue being considered is the extent of service learning that is already taking place on SUNY campuses, and what can be done to increase the number of campuses providing such programs with the possible collaboration of the Faculty Council of Community Colleges.
Information regarding cultural differences and sensitivities is being collected and cataloged for future analysis.

Finally, the critical issue of student health insurance was considered. There is some support for System Administration's desire to ensure that all students have at least some reasonable insurance coverage for medical services. At the moment, about 33% of SUNY students have no medical insurance. System Administration is currently in communication with several insurance companies about a group rate for all SUNY students that would result in lower rates; however, it is not clear that the rate difference for more complete SUNY coverage would be substantially significant.

Undergraduate Academic Programs and Policies Committee
Jane Nepkie, Oneonta, Chair
The Committee has completed a draft Internship Guide. This draft was submitted to the Executive Committee and will be presented to the Senate at this Plenary Meeting with a request for comments on the draft.

RESOLUTIONS PASSED

Resolution against the “Privatization of SUNY Hospitals”

Rationale
The Governor's Commission on Health Care Facilities in the 21st Century, also known as the Berger Commission, issued its report on November 28, 2006 recommending a series of hospital and nursing home closures and mergers across the state as a remedy for what “ails New York's healthcare system.” As structured, this report became law effective January 1, 2007. More specifically, the commission recommended the following changes that will impact SUNY’s engagement in the education of health professionals:

• “New York should undertake a comprehensive analysis of the feasibility and advisability of privatizing the State University of New York (SUNY) teaching hospitals at Stony Brook, Syracuse, and Brooklyn.”
• Crouse Hospital and SUNY Upstate Medical Center should be joined under a single unified governance structure under the control of an entity other than the State University of New York, and the joined facility should be licensed for approximately 500 to 600 beds.” and
• “University Hospital at Stony Brook should be given operational freedom to affiliate with other hospitals and create a regional health care delivery system.”
• “The facilities controlled by Erie County Medical Center Corporation and Kaleida Health should be joined under a single unified governance structure under the control of an entity other than Erie County Medical Center Corporation, Kaleida Health, or any public benefit corporation. The new entity should have a single unified board with powers sufficient to consolidate services into centers of excellence.” (This is a major teaching facility of SUNY Buffalo)
• [http://www.nyhealthcarecommission.org/docs/final/executivesummary.pdf]

Since its foundation in February 1948, SUNY has maintained a longstanding commitment to serve the people of New York. The University Hospitals have been an integral part of the State University of New York since its inception. SUNY Health Sciences Centers provide training for a broad range of health professionals. SUNY fosters translational research via its integrated hospital and educational structure and trains PhD students in the biosciences.

New York State provides a substantial portion of healthcare to the indigent at SUNY allied hospitals and Health Sciences Centers.

The recommendation regarding SUNY Upstate Medical Center is a call for action beyond dialogue and does not address the University's longstanding and present commitment to public service, research and medical education. The Commission's deliberations did not adequately examine the impact of privatization of the University Hospitals on the delivery of healthcare and the training of healthcare professionals in New York State.

Resolution
0. Be it resolved that the University Faculty Senate reaffirms SUNY's continued greater than 50-year commitment to public healthcare education, service, and research in New York State and reaffirms its opposition to the privatization of SUNY hospitals. Approved without dissent.

Resolution on revising the Bylaws
Resolved, that the Bylaws, as amended, at the last Senate Plenary Meeting at Buffalo State College be accepted. Approved without dissent.

[Resolution text]

[A copy of the revised Bylaws and Procedures Manual will shortly be available on the University Faculty Senate website – http://www.suny.edu/facultysenate/]

Mark your calendars:

Energy and Environment Symposium
November 12-14, 2007
The Saratoga Hotel and Conference Center
Saratoga Springs, NY

The University Faculty Senate, SUNY System Administration and others are sponsoring a symposia:

SUNY and Sustainability – Transformational Opportunities Exploring the Nexus of Energy, Environment, Economic Development and Education
This spring I installed the latest exhibition of SUNY Student art in the exhibition space of the first floor hallway of State University Plaza in Albany. The 2007 Spring SUNY Student Art Exhibition is the 14th exhibition in this series. The display was made possible by the generous donation of time, transportation and, of course, the art from over 20 SUNY System campuses. The resulting exhibition contains over 100 works created by current SUNY students who are majoring in art. The art media used to produce the art is a reflection of the media being studied by students across the SUNY System today. A visitor to the exhibition will see excellent examples of drawing, digital imaging, photography, painting, printmaking, sculpture, ceramics and mixed media.

The mission of the series is the same today as it was in the initial exhibit in 2002: to present the outstanding art of students working on local SUNY campuses to the larger audience of the SUNY System. New York State has long been an arts leader for the nation and the world and SUNY has reflected this exceptional interest in the arts in its course offering and Art major programs. The art on campuses was of such high quality [so strong] that it was decided that it should be shared with the people of New York State. The result was the SUNY Exhibition Series which focuses a system-wide spotlight on the product of these excellent programs, which are truly a cross-section of the teaching and learning taking place in the visual arts in SUNY today.

Even though the exhibition space at State University Plaza is quite large, there is not enough space to exhibit work from all of the students studying art within this large system. Students from all sectors have always been invited to participate, so a method for selecting the work needed to be developed. This decision, along with many others, was made by a steering committee composed of representatives of System Administration, faculty and Art Departments. After much discussion, it was decided to allow Art Department chairs or their designees select five works that would fairly represent their department. Another level of selection is used to determine which pieces of art will be included in the “Best of SUNY Student Art Exhibition” during this summer. For this show, a panel of art professionals from across the state will be invited to Albany to select a smaller group of works for the “Best of” show in the summer. From over 100 works approximately 30 will be chosen for the summer exhibit. A review panel from the New York State Council on the Arts has been invited to select three scholarship winners and three honorable mention recognitions. Each scholarship award consists of $1000. The honorable mention recognitions are $500.

Each exhibition is documented by a full-color brochure featuring at least one photograph from each campus that submitted work to the exhibition. These brochures are works of art in themselves. They have been admired by students, art faculty, art reviewer and general visitors. Brochure production is directed by Sara Wiest employing the design talents of David Schillinger and his talented staff.

Student artists are further recognized during a reception held at State University Plaza for each event. A special feature of these occasions is the opportunity to be presented with the scholarship awards by Chancellor Ryan. Following the awards presentation, Chancellor Ryan takes the time to greet each student. Photographs of these exchanges are sent to every student following the reception.

Many other members of System Administration make essential contributions to the exhibition series. Maggie Clairmont designs and organizes the beautiful receptions.Beth Buckner serves as the exhibition registrar (a full-time job in itself). Derek Waltz serves as exhibition preparator. Kim Cline is a key member of the Exhibition Steering Committee, I design and install the exhibitions with expert help from Beth, Sara and Derek. Since everyone does this work in addition to their regular full-time job, the cost of the program is minimal.

This spring the series expanded to produce an exhibition of two-dimensional work for the University Faculty Senate’s Celebration of the Arts Initiative. This exhibition is currently on view in the exhibition galleries at SUNY Optometry. Since Optometry is located in New York City across from the New York Public Library, this gives local campuses and students the opportunity to have their work seen in New York. It gives the faculty and staff at Optometry the opportunity to experience the richness of excellent art within their own building.

Beginning in 2002, art faculty from throughout the system have been invited to exhibit in the center gallery of State University Plaza. As of this writing, 18 local campus art departments have chosen to exhibit. So the generous donation by local campuses to the series continues. The result of this system-wide effort has been to bring the excellent art of the SUNY System to the attention of a larger audience. The arts have long been a strength of SUNY. It is a source of pride to enable this outstanding work to speak for itself and the excellent system that produced it. My hope is that the series can continue to be the positive spokesperson for years to come.

The Gallery at State University Plaza in Albany where the SUNY Art Exhibition Series is displayed.
University Faculty Senate Task Force on SUNY Retirees Service Corps

By Ram Chugh, Emeritus Professor, SUNY Potsdam

In January this year, University Faculty Senate President Carl Wiezalis appointed a Task Force to review the role of current and future retired SUNY faculty and staff and to make recommendations for promoting a greater involvement of retirees in public service for the greater good of the community. President Wiezalis advocated using the “service corps” model in guiding the work of this Task Force.

SUNY retirees constitute a rich resource for our communities – it is a highly educated and skilled group with many years of professional experience. This group offers tremendous potential for the good of our society through sharing of their knowledge and experience with organizations in health care, social services, economic development, public education, environmental issues, and providing assistance to low income families. The total number of SUNY retirees since 1996 is estimated around 17,000. While some of the retirees continue to stay involved in community service, there is no formal mechanism to connect retirees with service opportunities needing their knowledge and expertise, and vice versa.

The Task Force has been given the following responsibilities:

1. Develop a set of policies/guidelines/ framework for involving the SUNY retired faculty and staff for the good of our local communities, regions, New York State, and beyond.

2. Propose policies/guidelines for providing assistance to SUNY employees planning to retire – for their transitioning from full time employment to retirement.

The Task Force is made up of: Ram Chugh, Emeritus, SUNY Potsdam (Chair); Vince Aceto, Emeritus, University at Albany; Tom Wolff, Emeritus, Upstate Medical University; Jim Kalas, University at Albany; Anne Donnelly, Emeritus, SUNY Cobleskill; Susan McDermott, Hudson Valley Community College; Judy Wishnia, Stony Brook University; Curtis Lloyd, Associate Vice Chancellor for Human Resources, System Administration; Peter Thomas, Academic Planning and Analysis, System Administration; Carl Wiezalis, President, SUNY University Faculty Senate; and Carol Donato, SUNY University Faculty Senate.

The Task Force has already met twice and its third meeting is set for April 17 at SUNY Plaza. As a starting point, the Task Force was interested in finding out the kind of programs and services available at SUNY campuses to assist the current retirees and to those planning to retire. A survey questionnaire was sent to all 64 campuses. We were pleased with the high response rate and with the quality of information provided by the responding campuses. We are in the process of tabulating these responses and the findings will help the Task Force in its deliberations.

The Task Force plans to make a formal report to the University Senate at its April 25 meeting in Brockport.

For additional information, please contact Ram Chugh at ram.chugh@suny.edu.

University Faculty Senate Awards

Father John J. Cremins, left, receives the Friend of the Senate Award.

Friend of the Senate Award is given on occasion to someone outside of the University Faculty Senate for outstanding service to the University Faculty Senate, to SUNY, and to a greater or lesser community in New York State. At this Plenary Meeting, it was presented to Father John J. Cremins in recognition of his exceptional effectiveness as a member of the SUNY Board of Trustees dating back to April 2002. His respectful and objective management of the Academic Standards Committee of the SUNY Board of Trustees was truly notable. Father Cremins’s experience as a professor at Iona College and St. John’s University clearly contributed to his compatible collegiality with the faculty and staff of SUNY.

UFS President Carl Wiezalis presents the Senator Emeritus Award to Dr. Ram Chugh, left.

University Faculty Senate Senator Emeritus Award is bestowed by the University Faculty Senate to a retired former senator who has achieved a reputation for significant contributions to the Senate and SUNY in several capacities over a period of at least ten years. This year, it was awarded to Dr. Ram Chugh, Professor Emeritus, State University College at Potsdam. Dr. Chugh served on the Senate from 1979 to 2001 as a Senator as well as member or chair of many of the Senate’s committees and projects. Since his retirement in 2002, he has moved to Albany and continues to serve SUNY on a voluntary basis. Dr. Chugh took the unique initiative of endowing a University Faculty Senate Award with a plaque and a check to recognize outstanding service to the University Faculty Senate.

Norman Goodman, second from left, receives the Faculty Senate Fellow Award.

University Faculty Senate Fellow Award has just been established as the Senate’s highest honor for one of its own. From time to time, the Senate may bestow the status of “Fellow” on a current or former senator for extraordinary and distinguished contributions to faculty governance in several capacities for a minimum of ten years. Eligible service may include service to the home campus, the University Faculty Senate, or to SUNY. The first award of this kind was given to Professor Norman Goodman, Distinguished Teaching Professor and Distinguished Service Professor at Stony Brook University for his exceptional accomplishments as a professor, a scholar, and as a boundless volunteer. His many contributions have improved the University Faculty Senate, Stony Brook, and SUNY, and have served as a model for countless faculty, staff, and students.
In this issue, we introduce a new section entitled “Speak Out,” in which colleagues can contribute ideas and comments on issues that are of system-wide relevance. We see this as another outlet for communication among faculty, staff, and administrators. Submissions to this column will be published based upon space availability and the system-wide relevance of the material. The views and comments expressed in this column are not necessarily those of the editors, the Executive Committee, or the University Faculty Senate. Comments regarding articles in this section are welcome and should be addressed to one of the editors.

The Corporatization of the University
Aaron W. Godfrey, Stony Brook University

America’s colleges and universities no longer fit the traditional stereotype as “cathedrals of learning.” Instead, higher education has become a business and uses some of the same measures to gauge the productivity of its employees. It has also become so compartmentalized that there is a chasm between administration on the one hand and faculty and professional staff on the other; a gap that widens every year. There is also a disparity in compensation that would give the wrong message to the public if the truth were known.

The market rules! Each year, The Chronicle of Higher Education publishes a list of the highest salaries of the major colleges and universities and needs only cursory analysis. Physicians who teach in medical school are highly paid, but they could probably do as well or better in private practice. The real eye opener is that athletic coaches make more than the presidents of most Division I A schools. We are told that the fault is the market and it is necessary to be competitive. I seriously question whether semi-professional athletics has anything to do with the educational mission of a university – and, in fact, it gives a completely wrong message to serious students when athletes receive scholarships and preferential treatment in their dorms, dining halls, and classes.

When intercollegiate athletics began at the end of the 19th Century, the coach was usually a faculty member who volunteered his time. As competition increased, coaches were hired on a seasonal basis and usually recruited teams from the student body that had been admitted through the usual channels. Football was the major sport and every Saturday in the fall, with some pageantry, there was a football game that brought out the alumni to network and to cheer on the alma mater. It was important to win. No one likes a loser, and thus began competition to recruit outstanding athletes who often lacked adequate intellectual capacity, and coaches who were employed for a calendar year with ever-increasing salaries. Then came multi-year contracts to encourage successful coaches to make a commitment to the “major colleges” that, too often, were not a good fit for the institution.

We know that this can cost a lot of money when Alabama fired Mike Shula, buying him out for $4 million of his contract and Michigan State paying John C. Smith $3 million. Winning teams would delight successful alumni who, in turn, would come to games and would be willing to give handsomely to their alma mater. Thus began the corporatization of the university.

There is a flip side to the corporate model which crudely measures the productivity of the faculty partly by counting how many students are taught by a professor. Many years ago, when I was walking through the halls of an academic building at Columbia, I was surprised (and delighted) to see the posted grades of the two students in beginning Uzbek. Clearly, even then there was value in teaching and learning what was then an obscure language.

In many universities, including my own, undergraduate classes that enroll fewer than ten students may be subject to cancellation. This is more prevalent in classes of foreign languages, especially German and Russian, which have the reputation of being difficult. As a result, if the students do not come, the department could be retrenched and the professors, even with tenure, could find themselves unemployed. The solution is a dishonest one, but watering down the material or inflating grades seem to be the only alternatives. Another possibility is to give a course in a related field with a cute or fetching title like “Sin and Sex in Dostoevsky” or “Angels and Demons in Medieval Literature,” which are likely to attract the curious.

The corporatization of the university is further reflected in the expectations for the faculty, especially those in Science and Engineering, who, it is assumed, will get grants for their research, too often from an industry which has a vested interest in the outcome of the research. And, as we are learning, there are researchers who are all too compliant. Faculty in the Social Sciences frequently enhance their salaries and promotion by acting as consultants or working in private practice, either of which limits the time they can spend with students. Perhaps there is no solution to the problem. Higher education is simply a conduit providing grist for corporate America – another stage of socialization or winnowing out of people who do not fit the mold. There are exceptions, but the pursuit of knowledge for its own sake and for the enrichment of the mind has been subordinated by the mindset of students who believe that good grades are essential for a successful career or profession. As a result, pre-med and pre-law students are disinclined to take challenging courses unrelated to their field for fear of lowering their averages and reducing the possibility of being accepted by a prestigious professional school.

In conclusion, the market controls higher education. Students have become consumers and the courses or academic majors have become products. At many of the low-end colleges, virtually every student who attends class regularly gets an A or a B. This is what they pay for, and it sustains the revenue stream that enriches the CEOs, CFOs, and COOs of these institutions. Too often, however, it leaves students bereft of intellectual excitement and, as time passes, the feeling that they could have learned much more and might have furnished their mind with material that would delight them later in life.

We have come a long way from the vision of higher education articulated by John Henry Newman in his Idea of a University. He asserted that the duty of a university is instruction, not research, and the responsibility of training minds rather than the simple transfer of knowledge.

A Commentary on “What’s Wrong with American Higher Education”
Kenneth P. O’Brien, SUNY Brockport

Higher education has been subjected, indeed bombarded, recently with a succession of reports, mostly hostile. These reports follow in time, and often in spirit, the scathing indictments by David Horowitz – and his supporters – of the too “liberal” faculties that they charge have dominated campus intellectual life. Although many of the critiques come from similar political perspectives, principally the Bush administration in Washington and Anne D. Neal of the American Council of Trustees and Alumni, they should be read carefully, taken seriously, and engaged honestly, since the reports of systematic problems across the higher education landscape come from sources too diverse to be dismissed peremptorily.

Since World War II, American higher education, both public and private, has been the envy of the developed and underdeveloped world. Students and university planners alike have flocked from across the globe to our campuses to study in and about the system that has provided greater access to more citizens than any other in the world. Recently, however, the critical guns that were trained since the mid-1980s on the inadequacies of America’s public primary and secondary schools have been refocused onto the universities, producing a barrage of reports in the past year excoriating university faculty and administrators alike for the failing educational system they have produced. Among the more widely discussed are The Education Trust’s Engines of Inequality: Diminishing Equity in the Nation’s Premier Public Universities (funded by the Lumina Foundation), the Association of Governing Boards’ (AGB) Statement on Board Accountability, and of course, A Test of Leadership: Charting the Future of U.S. Higher Education.
more frequently referred to as the “Spellings Report,” alter Secretary of Education Margaret Spellings who first named and then charged the “Commission on the Future of Higher Education.” Not to be outdone by their national brethren, the National Conference of State Legislatures (NCSL) established a Blue Ribbon Commission on Higher Education that has issued its own report, Transforming Higher Education: National Imperative – State Responsibility.

A sixth, the National Academies’ Committee on Science, Engineering, and Public Policy’s Rising Above the Gathering Storm: Energizing and Employing America for a Brighter Economic Future, has a broader set of concerns and consequently, is less critical of higher education per se. Among its numerous recommendations aimed at creating a competitive workforce are a small number that would affect, indeed benefit, higher education, including a proposal for an extensive and federally-funded program of Undergraduate Scholar Awards in Science, Technology and Mathematics, as well as another calling for 5,000 new graduate fellowships to be awarded annually to U.S. citizens in “areas of national need.”

What the other five have in common is an assumption that American higher education (which in some cases means only public higher education) faces an unprecedented bleak future, largely of its own making, unless dramatic changes are made. Transforming Higher Education opens with the bold assertion that “There is a crisis in higher education.” Despite its past glory, it is now a system desperately in need of “urgent reform,” one characterized as a “mature enterprise: increasingly risk-averse, at times self-satisfied, and unduly expensive.” (Spellings Commission)

Among the enumerated failings, many have a familiar ring. Universities, the different commissions charge, have

- failed to provide access to minorities and the poor, and, in fact, have become “disproportionately whiter and richer.”
- failed to adequately assist students who are admitted to remain in school and
- succeed through the baccalaureate degree
- failed to employ adequate quantifiable and comparable measures by which accountability can be determined
- failed to adequately contain costs
- failed to produce a workforce that is sufficiently educated to compete in the global economy of the 21st century.

As Ringo Starr once responded to a particularly idiotic question during the Beatles’ first visit to the United States, “‘ts true, ‘ts all true.” David Ward, the lone member of the Spellings Commission who failed to sign the final report, thought the final product, although much improved over the first public draft, projected a “false sense of crisis,” as it blamed higher education for problems that had many other sources while it failed to account for the diversity of the system. The diversity issue, it seems to me, must play a critical role as we go forward into the 21st century, since the system is not really a singular entity with a clearly articulated set of common goals. Whether we can afford to continue to fund the diversity is a genuine issue, but not one that can be resolved in Washington.

While I have neither the space nor inclination to refute many of the points raised by the recent published critiques, there are several that I think are particularly important and worth considering. First, many of the reports are driven by a sense that American colleges and universities are failing to educate adequately the workforce that will be needed in the coming decades of globalization, when intellectual expertise may be the only advantage left to the American economy. This presumed failure in what we do is further compounded by the rapidly escalating costs, which make the attainment of college educations much less likely for increasingly larger segments of the population. One problem with this simplistic sort of cost analysis is that it really fails to examine the context of rising tuitions and costs, focusing on little more than the “sticker price”.

Consequently, while excoriating higher education for the rapid rise and insisting that we become more efficient, few clear solutions are outlined. Several of the reports include welcome recommendations for new resources, including the Spellings Commissions argument for increasing Pell grants, but these do little for the underlying problems, such as the need for new technology, that drive up costs. Many of us on campuses have seen how the pressures for cost containment has dramatically increased the number of part-time, adjunct and non-tenure line faculty, a trend that only the last SUNY budget began to address, while reducing monies available for library collections, which was largely ignored. In addition, the criticism fails to note that both the number and proportion of youth being educated has maintained a slow but measurable increase.

Secondly, the Spellings Commissions report reflects much of the thinking in the current administrations’ Department of Education, as it has sought to extend the reach of federal mandates from schools to colleges and universities, principally in terms of accountability through the publication of student learning assessment data and through the creation of a “student unit-record database” to track retention and graduation rates and put pressure on accreditation agencies.

Over the past three years, I have spent many too many hours at tables pondering and debating how to assist student learning outcomes within SUNY, more than enough to convince me that many who demand that information be both generated and made public see assessment as a potential (failing) report card on particular campuses, rather than a report card on students and their performance. I remain amazed that many who express an interest in pushing this particular agenda item seem ready to absolve students from all responsibility of their own education. This is, I think, based on a simplistic notion that education is simply a straightforward, one-way transmission of discrete knowledge and skills, rather than a much more interactive, dynamic process, that is student-centered. Consequently, what students bring to the enterprise, including their ability and availability to learning, is critical to achievement and to the evaluation of achievement.

This doesn’t even begin to deal with the critical issue of defining what content will be “tested.” I am convinced, and admittedly this may simply be a particularly sensitive issue for American historians, that assessment of student learning is seen by many proponents as a way into changing not pedagogy, but content, not the amount of knowledge or skills gained, but the definition of that knowledge itself. Can academic biologists and environmentalists ever satisfy an external (or student) constituency that believes that “intelligent design,” not evolution, is the fundamental organizing theory for the study of life forms?

Yet, my misgivings – and I could write at much greater length about many other issues raised in these reports – should not be read as a quick dismissal of their common belief that American higher education is not currently satisfying society’s need for an educated work force and citizenry, that higher education is costly, too costly for many to easily attain without enormous personal and familial sacrifice, and that faculty resist serious re-examination of the principal assumptions that guide much current classroom pedagogical practice. In this, they are right.

Because these issues are so important, both to the society and to those of us who have dedicated much of our professional lives to educating generations of students, I think we should use these publications as an opportunity to engage the problems. Through our University Senate we should take the lead in defining the critical problems, not waiting for the appointment of a new Chancellor, but begin now by inviting administrators and all other significant groups of stakeholders in New York State to begin the dialogue that will define which of the issues, and which of the proposed solutions, are most important for our state and region. We are, after all, the most invested and most knowledgeable of all the groups that should be at the table when these issues are examined. How can this be done? Easily, in that, the Senate has normally sponsored, with significant assistance from other sources, at least one conference a year on an issue that has importance for the entire system. A careful examination of these reports, it seems to me, would be an ideal topic for next year’s conference, while helping to frame an action agenda for the new administrations, that of the new Governor and the Chancellor.

Continued on page 14
A Smoke-free SUNY: How Personal the Personal Choice to Smoke?
James Holsapple, Upstate Medical University

About five years ago I proposed adopting a tobacco-free policy at the Upstate Medical Campus (UMU) in Syracuse. My desire was to make it impossible for patients and visitors to suffer exposure to second hand smoke and create an environment that was consistent with the stated purpose of a healthcare facility. Unfortunately, the idea was quickly thwarted by the view that institutional policy could not be allowed to run amok over the rights of individuals and no progress made to remove a significant health hazard or the garish image of a hospital resting on a bed of cigarette butts. Poorly prepared to argue differently, I simply gave up and continued to wear a sourpuss face into work everyday while holding my breath.

Several years later – and in response to the intolerable image of hairless pediatric oncology patients receiving chemotherapy on the butt-strewn strip of lawn that serves as UMU’s outdoor “park” – I gathered my energy and started a fresh attack on the problem. I began by emailing everyone and calling attention to the appalling acceptance of a visible health hazard for our patients and staff. On this occasion, I managed to trigger a grassroots response to the problem and plans to erect “huts” or create smoking zones were abandoned. One year later, Upstate Medical University (UMU) adopted policy strictly forbidding the use of tobacco anywhere on campus grounds by patients, visitors or staff.

There is no doubt that the air is safer now at UMU and that we are sending a more consistent and sound message to our community. Surprisingly, the smokers are not complaining very much. The non-smokers are ecstatic.

But did we do the right thing? And if so, should the idea be “pushed” through-out SUNY?

Let’s begin with the first question. It is obvious that one must have good reason to demand that others modify what seem to be very personal behaviors given our acceptance of choices – even destructive ones – that pose no distinct risk or threat to others. Generally speaking, this is a solid starting point. In the case of tobacco use, however, it is clear that the user is doing harm to others making this particular behavior and choice something other than personal-only. Second-hand tobacco exposure is clearly hazardous and accounts for death and illness of several causes and types in non-smoking exposed bystanders. Of the nearly half-million tobacco related deaths annually in the United States, approximately one-tenth result from illness related to second hand exposure including lung cancer and cardiovascular disease. So potent are the carcinogens and irritants in tobacco smoke that no safe levels of second hand exposure can be determined (this is what one means by a group A carcinogen). To make matters worse, the concentration of side-stream carcinogens in outside settings can be just as high and dangerous as those that are indoors, with no method of air filtration or processing known that can eliminate the associated health risks. It is a fact of life that smokers pollute the air around them with measurable and dangerous levels of substances that no one should be breathing. It is not a tolerable circumstance that patients, visitors and hospital staff are routinely exposed to second hand smoke coming and going from a hospital and medical college campus.

It is my firm conclusion that we did the right thing to eliminate tobacco use on campus grounds at UMU. The problem of second hand exposure rises above that of an annoyance. The risk to health is tangible and known.

Danger trumps choice.

The answer to the second question, I feel, follows more or less directly from the simple bystander safety argument we applied in Syracuse. The difference, I think, lies in the opportunity to protect and guide an even larger number of relatively young and healthy individuals. In our country roughly 30% of college age adults are regular smokers. Adults 18-23 years of age use tobacco at a rate higher than any other age group. Nearly half of all college students either try or begin to smoke or become regular smokers during college years. Half of them – if they remain smokers – can expect to die from smoking related diseases during their lives. Sadly, half the tobacco related fatalities occur during middle life. Recall that approximately 10% of those deaths are related to second hand exposure. For SUNY the gruesome math is straightforward. There are about 400,000 students on SUNY campuses statewide. About 100,000 are smokers and will remain so during their lives. Half will die of smoking related cancers or heart disease. A quarter will die 20-30 years younger than their non-smoking peers. Translation: right now there are 20-30,000 SUNY students who, if guided differently and away somehow from tobacco use, might live longer and healthier lives – students who will die in midlife unless their decision-making is altered. In addition – right now – every student traversing a tobacco-tolerant SUNY campus is exposed to carcinogens so potent that no safe lower limits of exposure are known.

The choice to smoke is a devastating decision for everyone and it is far from personal.

So what we have before us is this: we can accept the present use of tobacco on campus and permit – at a minimum – the continued pandemic of tobacco smoke exposure or we can move to make our campuses healthy and tobacco free. Eliminating tobacco use on campus sounds like an impossible goal but it is a rational one. At a minimum, we seek to protect those who make healthy choices and wish to breathe safe air (we owe them that, lacking any workable alternative). More optimistically, we might hope to dent the persistent and enormous health crisis that promises to claim a significant fraction of the life available to our students by persuading them to avoid harm to self and others. Further: to insist they recognize a culture that respects the rights of others to live safely.

Isn’t that at least as sensible as working hard to give them other tools to live, work and contribute? Otherwise, what’s the point?

Selected Relevant Websites

Regarding lack of safe known levels of exposure to "second-hand smoke:
• http://www.cancer.org/docroot/NWS/content/NWS_1_1x_Surgeon_General_No_Safe_Level_for_Secondhand_Smoke.asp

Regarding tobacco use on US Campuses:
• http://www.tiac.org/college/facts/index.html

Regarding second-hand smoke epidemiology:
• http://www.epa.gov/iaq/ets/resources.html
• http://members.tripod.com/~gelmansing/ envirosmoke.html
• http://www.cancer.gov/cancertopics/factsheet/Tobacco/ETS
• http://www.epa.gov/iaq/ets/resources.html

Regarding OUTDOOR exposure:
• http://www.repace.com/
### University Faculty Senators • 2006-2007

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  - Kim Cline
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  - John Taylor
- **SUNY Morrisville**
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- **College of Environmental Science and Forestry**
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- **Farmingdale State College**
  - Kathleen Jacquette
- **Maritime College**
  - Barbara Warkentine
- **College of Optometry**
  - Rochelle Mozlin
- **SUNY IT**
  - Douglas Eich
- **New York State College of Ceramics at Alfred**
  - Peer Bode
- **NYS College of Agriculture and Life Sciences at Cornell University**
  - Tom Zitter
- **NYS College of Human Ecology at Cornell University**
  - William Rosen
- **NYS College of Industrial & Labor Relations at Cornell University**
  - Richard Hurd
- **NYS College of Veterinary Medicine at Cornell University**
  - Dorothy Ainsworth

### Campus Governance Leaders • 2006-2007

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- **Upstate Medical**
  - James Vossler
- **Alfred**
  - Jim Grillo
- **Canton**
  - Ken Erickson
- **Cobleskill**
  - Angelika Hoeher
- **Delhi**
  - Julee Miller
- **Morrisville**
  - Anne Englott
- **Environmental Science and Forestry**
  - William Shields
- **Farmingdale**
  - Robert Simins
- **Maritime**
  - Eric Johanneson
- **SUNYIT**
  - Ronald Sarner
- **Ceramics at Alfred**
  - Glenn Zweygardt
STANDING COMMITTEES NOMINATION FORM
2007-2008

Standing committees meet at the annual Fall Planning Meeting in September, and two or three additional times during the academic year, dates to be set at the Fall Meeting. The 2007 meeting is scheduled for September 20-21 in Syracuse. Appointments are made for one year. Reappointment for up to three consecutive years is possible. Faculty and staff are encouraged to nominate themselves.

Please PRINT clearly. Forms and charges are also available at www.suny.edu/facultysenate

☐ Mr. ☐ Ms. ☐ Dr. ☐ Professor

Name ________________________ Campus ________________________
Title ________________________ Department ________________________
Campus Address ___________________________________________________________________________
City ________________________ State _______ Zip _________ Office Phone _______________________
E-Mail ________________________ Fax No. ____________
Home Address ___________________________________________________________________________
City ________________________ State _______ Zip _________ Home Phone _______________________

Governance Experience

Campus Level __________________________________________________________
________________________________________________________________________
________________________________________________________________________
State Level ______________________________________________________________
________________________________________________________________________
Other Relevant Experience _________________________________________________
________________________________________________________________________
________________________________________________________________________

** It is highly recommended that you include a one-page copy of your vita with your Nomination Form.

Please indicate the governance areas you are interested in.
Indicate your priority starting with one (1) as your highest.

___ University Programs and Awards Committee
___ Governance Committee
___ Graduate and Research Committee
___ Student Life Committee
___ Undergraduate Academic Programs and Policies Committee
___ University Operations (Select sub-committee ) ___ Budget
___ Library and Information Systems
___ Personnel and Affirmative Action

All nominations must be in the Senate Office by May 4 or earlier. Return to the University Faculty Senate Office, State University of New York, State University Plaza N504, Albany, NY 12246. Questions: 1-800-547-1548 or 518-443-5326; Fax 518-443-5327.

STANDING COMMITTEE CHARGES

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

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

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

4. STUDENT LIFE COMMITTEE
   The Committee will be concerned with significant educational, developmental, social, cultural and recreational policies, programs, issues and services that affect the quality of student life and the campus environment of the State University of New York.

5. UNDERGRADUATE ACADEMIC PROGRAMS AND POLICIES COMMITTEE
   The Committee shall provide advice and guidance to the Faculty Senate on matters relating to undergraduate programs and policies throughout the University. To these ends, the Committee may review such areas as existing and proposed curricula, standards for academic degrees, undergraduate academic assessment, teaching techniques and evaluation, special undergraduate programs, articulation among units of State University. The Committee will be concerned with the procedures, criteria, and support of existing and new graduate programs within the University. The Committee may be concerned with the quality, operation, and enhancement of intercampus educational and development.

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