

# SUNY University Faculty Senate

## Plenary Report



# SUNY Old Westbury January 19-21, 2017

Friday, January 20, 2017



@SUNYUFS

The SUNY Faculty Senate received a warm welcome from President Calvin Butts, Senator Minna Barrett and Campus Governance Leader Kathleen Greenberg.

### Nominations Committee Report

The SUNY Faculty Senate will vote for a new president at the April plenary meeting at SUNY Canton.

Scott Goodman, chair, reports that Kelley Donaghy, ESF; Edward Feldman, Stony Brook; Philip Glick, University at Buffalo; Gwen Kay, Oswego; and Chuck Moran, Cobleskill, are running for president. A one-page CV and one-page statement must be submitted by March 17. Additional nominations can be made to Scott Goodman ([goodmams@buffalostate.edu](mailto:goodmams@buffalostate.edu)) and Carol Donato ([carol.donato@suny.edu](mailto:carol.donato@suny.edu)) by March 17.

the Nominations Committee suggested revisiting page limits on both CVs and candidate statements

Special Thanks  
To our Hosts

SUNY Old Westbury



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### Inside this issue:

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Joe Marren, Recorder  
Designed by Carol Donato

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## Friday Senate Plenary Session Reports

### President's Report

*Peter Knuepfer*

In the pre-circulated report, President Pete Knuepfer highlighted action in the following areas: civil discourse in an age of heated rhetoric, DACA and sanctuary; free tuition (Excelsior scholarships); educational effectiveness and strategic enrollment + SUNY Investment Fund; Applied Learning initiative; TeachNY. At the meeting, the search for new chancellor and UFS communications strategies (including introduction of the UFS social media accounts) were discussed. He summarized the opportunities and potential pitfalls associated with the Executive budget proposed by the Governor, including the limitation of the amount of tuition that can be charged to a holder of an Excelsior Scholarship and the potential of this and other provisions in the budget proposal to limit SUNY's future funding. Finally, he discussed the uncertainty what might emerge around higher education policy in the new Trump administration.

[President's Report January 2017](#)

### SUNY Research and Economic Development

*Dr. Jinlui (Grace) Wang, Vice Chancellor for Research and Economic Development*

Dr. Wang's focus is strategy (research, economic development, graduate research education). The research environment is changing, with more complex research questions, a more connected world, and many stakeholders. Part of her job will be for faculty to discuss interdisciplinary research and collaboration in the academy, and increased collaboration with industry and tactical partnerships moving beyond machines and technology.

#### Initial Goals

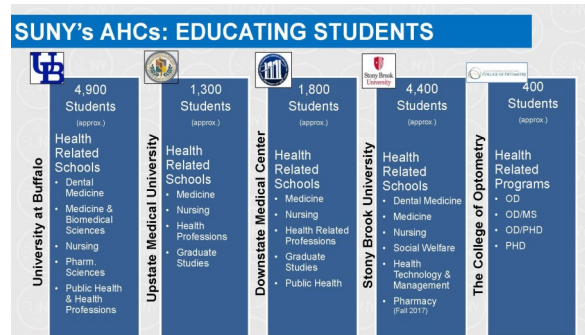
- Catalyze research collaborations
- Identify new research opportunities
- Stimulate innovative and entrepreneurial thinking
- Provide dynamic and energetic graduate education
- Communicate our research and economic development efforts with the public

[SUNY Research and Economic Development](#) (pptx)

### Office of Academic Health and Hospital Affairs

*Dr. Ricardo Azziz, Chief Officer for Academic Health*

Dr. Azziz's charge is to promote the health programs and campuses. A unique function of the office is the inclusion of any/all health related degree granting campuses. He serves as an additional resource for background, expert advice, and support needed by the Board of Trustees. Dr. Azziz feels faculty involvement is crucial to developing and implementing a successful strategy in the Health Sector.



[Office of Academic Health and Hospital Affairs](#)

### Chief Financial Officer Report

*Eileen McLoughlin, Senior Vice Chancellor for Finance and Chief Financial Officer*

The significant new factor in the budget discussion is the proposed Excelsior Scholarship Program. The program would cover tuition expenses not covered by Pell grants, TAP funding, or other sources for students with household incomes up to \$125,000, providing students are matriculated in approved undergraduate programs and taking at least 15 credits per term

In terms of the budget process, a number of SUNY requests in the operational budget did not make it into the proposed Executive Budget: no Maintenance of Effort for the state-operated campuses; the Investment Fund remains flat instead of the increase proposed by SUNY; loss of direct state tax support for hospitals; and cuts to a variety of university-wide programs (e.g., EOP, EOC, ATTAIN, etc.). The Executive Budget does include a tuition plan to allow the Board of Trustees to raise tuition up to \$250 each year; the Excelsior Scholarship Program; support for out-of-status students who meet requirements to be eligible for TAP and other scholarship programs; and a number of budget oversight changes.

[SUNY Research and Economic Development](#) (pptx)

## Plenary Session Reports (continued )

### Office of the Chancellor

*Dr. Nancy Zimpher, Chancellor*

The chancellor reiterated her thoughts on TeachNY from her answer to a Comprehensive College question, touted the benefits of Excelsior Scholarships, and advocated increased funding for the SUNY Impact Foundation. TeachNY is important for SUNY because 40% of our educators come from community colleges and comprehensives, and doctoral institutions for administration.

The governor’s Excelsior Scholarships proposal is a statement on the importance of higher education. New York wants to lead on free tuition, but we need to understand how this will be done.

Finally, SUNY needs a system-wide philanthropic foundation. There is a need to increase the size of our educational opportunity program (EOP) and SUNY has been approached by major funders with the provision that “we set up a fund and disseminate to campuses any of the funding we solicit from SUNY philanthropy – it will be called SUNY

### Office of the Provost

*Dr. Alexander Cartwright, Provost and Executive Vice Chancellor*

Impact Foundation. The Performance Improvement Plan, which assesses educational effectiveness and enrollment strategies, focuses on improving how the system engages with campuses and should improve administrative leadership. The discussions aim to understand campuses in terms of their distinctiveness and differentiation.

Once the conversations are complete, there will be discussions about what to fund and how to do it.



[Provost Office Report Winter 2017](#)

### Liaison Reports

#### Nina Tamrowski, Faculty Council of Community Colleges

The fall plenary included resolutions on Strengthening Student Governance, and Support of Campus Inclusivity and Civil Discourse. More recent resolutions included faculty purview over micro-credentialing; maintenance of effort in funding for community colleges; and support of child care funding. There was no endorsement of student success investments, and no position on Excelsior Scholarships.

#### Marc Cohen, President SUNY Student Assembly

Affordability is a key issues this year and the SA believes the proposed Excelsior Scholarship program does not go far enough. The Student Life Committee is focusing on security, mental health, sanctuary, importance of governance on campus, and partners and shared governance.

Students are providing input on TeachNY, micro-credentials, mental health, applied learning, and expanding networks and the student voice.

“How to” on using social media effectively.

[SUNY Faculty Senate Social Media](#)



## Q&A with Chancellor Zimpher

### University Centers

Q: In the State Department of Education there is a backlog of academic proposals under review. Additionally, it is analyzing proposals at the level of reading lists, assessments, and other minute details, which can undermine academic freedom and stifle innovations. How can you help expedite the Department of Ed's review of academic program proposals?

A: The process is too slow. We should foster better communication the two bodies. Because this is the best relationship SUNY has had with the Department, now is a good moment to invite the Commissioner to a UFS session to talk about program review and continue building a relationship with her.

Q: What strategies and initiatives would you recommend to encourage SUNY administration and Research Foundation support for small individual and large multi-disciplinary collaborative research and, additionally, the expansion of graduate research, post-docs, and visiting scholar experts?  
 And Q: Recently, some faculty hired to do interdisciplinary research have run into difficulties in the promotion and tenure process because their research does not fall neatly within departmental boundaries. What can you do to encourage individual campuses to accommodate interdisciplinary faculty?

A: UFS and governance leaders should work on a set of protocols to present to SUNY to address interdisciplinary challenges regarding tenure reviews. With respect to research, perhaps UFS should present guidelines for SUNY and Research Foundation administrators to be more responsive to small initiatives and collaborations. This also might be an issue for the Distinguished Academy.

### Special/Statutory Colleges

SUNY Maritime is in the process of securing a new ship for its campus.

A: Yes, SUNY Maritime College will soon need a new ship. Ships are negotiated with the federal government as a mass purchase procurement (for all the maritime academies).

Q: SUNY Poly is very encouraged by the appointment of President Sammakia. What do you see SUNY Poly looking like in the future? How can SUNY assist SUNY Poly moving forward?

A: The hope is that Poly grows into what they originally wanted at the time of the merger and that it be a fully functioning campus. The Albany facility will evolve and we would like to see it become accessible to other campuses in the system.

Q: What insights do you have regarding oversight and engagement with the Statutory Colleges that you might pass on to the next SUNY Chancellor?

A: The funding for the Alfred and Cornell Statutory colleges is unique. The state allocation funds come through SUNY but not from it. We should tell the next chancellor to commit to developing a meaningful relationship with them and ask for that to be a priority.

### Comprehensive Colleges

Q: TeachNY is critically important for our sector, but not much is known about the status of the process. What opportunities will there be for campuses to provide feedback on the resolutions going to the Board of Trustees this spring from the work of the Steering Committee?

A: The Steering Committee is doing great work, and we look forward to issuing a status report. There will likely be three outcomes: a focus on supply & demand balance to address the teacher

shortage; a deeper commitment to clinical practice; and efforts to promote teacher leadership and professional development.

Q: There have been significant shifts in enrollment among and between sectors. What are the benefits and costs of these shifts to the ability of SUNY to carry out its mission? Would the administration consider managing campus enrollment targets as part of a system-wide strategic enrollment process to optimize use of existing programs and facilities?

A: The provost's meetings with campuses are dealing with differentiation and enrollment issues. We need to plan not just for demographic shifts in traditional age students, but also how to provide for the 50% of New York's population in need of further education. Facilities, campus life, residential and online programs should be part of the analysis, and comprehensive colleges will likely be the sector that will need to change most to respond to these changes.

### Campus Governance Leaders

Q: What incentives have you given, and will you give, to the presidents and provosts to attend the shared governance conference on April 27-28?

A: Would they present? Be on panels? They'll come if they have a role. When you make a decision to go, it's because you have an active role in the conference. If we have a round table with six presidents and two governance leaders, then we'd have better luck.

Q: Many campuses are reporting that a major impediment to advancing applied learning initiatives is the lack of resources. What supports, are being instituted at to support applied learning?

A: If it were a mandate, maybe it would have come with money. The state isn't going to fund it in the budget. We've made it a completion agenda. We know it's not going to be embedded in curricu-

## Q & A with Chancellor Zimpher (continued)

lum if YOU don't do it.

Q: Looking back, what would have made your transition smoother and what was a burning question you had that we could have answered?

A: What you have to worry about in the succession process is where you're going to start with the new chancellor. If you get someone who has participated, on the faculty side of governance, half the battle is won. Bonding early... do something NICE for this person to say "we are here to help you."

### Health Science Centers

Q: We have financial and budgetary concerns specifically related to loss of DSH payments at the state level and possible loss of health insurance for many NYS citizens. What would a sustainability plan for SUNY hospitals look like?

A: State-run academic medical centers are a challenge to change and difficult to run. Dr. Azziz is an asset to help SUNY figure out how to successfully navigate this time of transition. We need to find ways to improve overall connectivity. We do not know the specifics about the changing political sands.

Q: We applaud the addition of Dr. Azziz. What is your vision for health science programs in New York State?

A: Health care delivery is a critical outreach, especially for under-served populations. It is very important that we train doctors/health professionals for this state.

### Colleges of Technology

Q: How has your vision of the Ag and Tech sector evolved during your tenure as chancellor?

A: I see a real value in them. I have a

great deal of respect for what they do, including being at the forefront of Applied Learning and their diversity of programs and experiences for our students.

Q: In light of changes in the political environment taking place, what do you see as the implications (not just broadly for public higher education) but for the Tech Sector specifically?

A: While there is uncertainty, economic expansion will provide opportunities for students with the education and experiences provided by the sector.

Q: Finally, after considering the first two questions, what are the opportunities you see for the Ag and Tech Sector?

A: The chancellor is optimistic, particularly with the technology opportunities. Provost Alex Cartwright will follow up on the discussion he has been having with campus representatives to reconvene the presidents of the Ag and Tech colleges to explore opportunities for the sector.



## Outcomes of Resolutions Complete resolutions pages 6-10

**Endorsement:** Statement on Tolerance:  
39 yes, 1 no, 2 abstentions

**Endorsement:** Joint Statement on Civil Discourse and Campus Climate:  
41 yes, 1 abstention

**Endorsement:** Statement in Support of Deferred Action for Childhood Arrival and Undocumented Immigrant Students (for President Trump):  
39 yes, 3 no, 2 abstentions

**Resolution:** Petition Requesting SUNY Designate Campuses as Sanctuaries

- amendment #1: replace second "Be it Further Resolved" with "Be It Further Resolved that the UFS urges all faculty, staff and students to consider the petition most carefully and act according to their conscience to protect the integrity of our campuses and the members of our campus communities"  
14 yes, 25 no, 3 abstain

- amendment #2: retain first two "Be it further resolved" clauses and add above as third clause  
25 yes, 15 no, 2 abstain

Vote on resolution, as amended:  
24 yes, 17 no

**Resolution:** Transgender Health Care Education:  
34 yes, 5 no, 1 abstention

**Resolution:** Contact Hours:  
39 yes, 1 no, 8 abstentions

**Resolution:** Assessment Practices:  
35 yes, 7 abstentions

Introduction/discussion on Bylaws changes (Motions #1 and #2)

## Statements and Resolutions

### Statement on Tolerance

The Executive Committee of the University Faculty Senate of the State University of New York issues the following statement:

Over the last few weeks, reported incidences of hate speech, intimidating messages, and threats of violence against students and other members of our academic communities have increased across the nation and on our college and university campuses. Hate speech, intimidation, and threats are antithetical to the spirit of higher education, institutions that promote dialogue and the exchange of ideas. Any behavior that threatens the safety and freedom of expression on our campuses and our society at large cannot be tolerated.

The SUNY University Faculty Senate affirms its commitment to develop and cultivate campus climates that support and welcome the diversity of our modern, pluralistic society. As a great public university system, our academic communities support critical inquiry, free expression, and diverse opinions. We depend on the contributions of a diverse community as we face the expanding challenges around us. We advocate a culture that promotes diversity and inclusion in all its forms and we challenge that which silences and menaces members of our community.

Accordingly, we strongly condemn intolerance and hateful expression on our campuses and in our broader communities. We share the publicly expressed sentiments of our faculty and staff leaders, by our campus presidents, and by the leadership of United University Professions that supports the importance of civil, respectful modes of discourse. The State University of New York was founded in the late 1940s on a principle of providing ac-

cess to those who had been denied opportunities for higher education due to race, ethnicity, or religion. That core principle has not changed; rather, it has expanded to include an enriching variety of individuals and cultures. We reaffirm that principle and call upon all members of the SUNY community to conduct themselves with civility, tolerance, and respect for the diversity of people and ideas.

Endorsed by the University Faculty Senate January 21, 2017  
[Statement on Tolerance](#)

### CUNY University Faculty Senate, SUNY Faculty Council of Community Colleges, and SUNY University Faculty Senate

#### Joint Statement on Civil Discourse and Campus Climate

The SUNY Faculty Council of Community Colleges, the CUNY University Faculty Senate, and the SUNY University Faculty Senate affirm their commitment to foster campus climates that equitably support the diversity that is inherent in our modern, pluralistic society. Our academic communities depend on critical inquiry and the free expression of diverse opinions for the creation of effective and inclusive learning environments. We call upon all members of our academic communities—faculty, staff, and students—to not only engage in, but to encourage, civil discourse that enables the exchange of ideas, however uncomfortable, thus furthering the crucial mission of public higher education to contribute to the greater good.

Endorsed by the University Faculty Senate January 21, 2017  
[Joint Statement on Civil Discourse and Campus Climate](#)

### Statement in Support of the Deferred Action for Childhood Arrivals (DACA) Program and our Undocumented Immigrant Students (aka the Pomona Statement)

This statement has been endorsed by at least 597 university and college presidents, including Chancellor Zimpher and 8 SUNY Presidents (by my count—including all 4 University Centers); <https://www.pomona.edu/news/2016/11/21-college-university-presidents-call-us-uphold-and-continue-daca>

The core mission of higher education is the advancement of knowledge, people, and society. As educational leaders, we are committed to upholding free inquiry and education in our colleges and universities, and to providing the opportunity for all our students to pursue their learning and life goals. Since the advent of the Deferred Action for Childhood Arrivals (DACA) program in 2012, we have seen the critical benefits of this program for our students, and the highly positive impacts on our institutions and communities. DACA beneficiaries on our campuses have been exemplary student scholars and student leaders, working across campus and in the community. With DACA, our students and alumni have been able to pursue opportunities in business, education, high tech, and the non-profit sector; they have gone to medical school, law school, and graduate schools in numerous disciplines. They are actively contributing to their local communities and economies.

To our country's leaders we say that DACA should be upheld, continued, and expanded. We are prepared to meet with you to present our case. This is both a moral imperative and a national necessity. America needs talent – and these students, who have been raised and educated in the Unit-

## Statements and Resolutions Continued

ed States, are already part of our national community. They represent what is best about America, and as scholars and leaders they are essential to the future.

We call on our colleagues and other leaders across the business, civic, religious, and non-profit sectors to join with us in this urgent matter.

Endorsed by the University Faculty Senate January 21, 2017  
[Statement in Support of DACA and the Pomona Statement](#)

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[175-01-1](#)

**Resolution on “Petition to make all SUNY locations Sanctuary Campuses”**

This petition has been circulating on some of our campuses and can be signed by individuals here. It is composed of two parts, a recounting of the evolution of multiple individual campus petitions to this system-wide petition and a set of actions being asked of the chancellor and the SUNY Board of Trustees.

Whereas the petition requesting that SUNY designate all campuses as sanctuary campuses is recognized as a grassroots collective action by SUNY faculty, administrators, and staff; and Whereas the following petition, cited in full, reflects the positions of many SUNY faculty, who have signed the petition:

**Petition to make all SUNY locations Sanctuary Campuses  
December 19, 2016**

Chancellor Zimpher and the SUNY Board of Trustees,

Recent political events have placed the mission of the SUNY System – “to pro-

vide to the people of New York educational services of the highest quality, with the broadest possible access, fully representative of all segments of the population” – under threat. We, the undersigned members of the SUNY community, urge you to take action to ensure our campuses are safe and supportive for students, faculty, staff, alumni and their families of different races, religious backgrounds, sexual orientations, gender identities, abilities, and immigration statuses. Across the country, hundreds of colleges and universities are committing to securing their communities, particularly for students benefiting from the Deferred Action for Childhood Arrivals (DACA). Institutions such as Wesleyan University and Columbia University have formally designated themselves Sanctuary Campuses. Furthermore, Governor Cuomo supports protections for minority residents of the state of New York. We believe that joining this national movement would reaffirm our university system’s stated mission. In what follows, we outline concrete steps that need to be taken in order for schools under the SUNY umbrella to become Sanctuary Campus.

We thank you for signing the open letter to the national leadership urging the preservation of DACA, along with the Presidents of SUNY Albany, Buffalo, Cortland, New Paltz, Oswego, and Stony Brook. Additionally, the campus communities of Albany, Binghamton, Buffalo, ESF, New Paltz, Plattsburgh, and Stony Brook have joined the sanctuary campus movement by generating petitions requesting that their institutions take steps to protect DACA students and others threatened by the incoming administration.

We respectfully ask that you implement the following actions to ensure the safety and security of our community:

1) The incoming administration has promised to deport undocumented immigrants

within its first 100 days with unprecedented urgency. U.S. Immigration and Customs Enforcement (ICE) officials are subject to certain restrictions when they enter college campuses and churches without a warrant (<https://www.ice.gov/doclib/ero-outreach/pdf/10029.2-policy.pdf>). We ask that you declare all SUNY locations to be Sanctuary Campuses, refusing to comply with ICE officials beyond what is minimally required by the law. This can be accomplished by implementing the following policies:

- A. Prevent ICE from carrying out immigration enforcement on campus without a warrant unless there is an exigent excuse.
- B. The SUNY System should instruct employees on their rights and responsibilities if ICE agents enter or seek to enter the campus: the default response should be to inquire into the justification and authorization for any enforcement action.
- C. Ensure that SUNY System campus police will not act on behalf of ICE officials to enforce immigration laws. Nor should they inquire about an individual’s immigration status.
- D. The SUNY SYSTEM should provide guidance that, wherever the campus police officers have discretion to arrest or to handle a law enforcement action without arrest (e.g. by issuing a ticket), they should opt to avoid arrest. An arrest, even for a minor traffic offense, may lead to consequences well beyond the intended punishment or law enforcement purpose for certain immigrant students, such as the issuance of an ICE detainer and possible immigration detention and removal proceedings. Each SUNY campus will ensure that if an arrest takes place, campus police will not report such arrests to ICE and will not hold anyone unnecessarily, as is consistent with state and federal law.
- E. Guarantee student privacy by refusing to release information regarding im-

## Statements and Resolutions Continued

2) Develop further policies to support undocumented students, staff and faculty,

A. The SUNY System will affirm that it will continue to admit students consistent with its nondiscrimination policies so that undocumented students will be considered for admission under the same criteria as U.S. citizens or permanent residents.

B. Continue to allow DACA students to pay in-state resident tuition and provide accommodations so they may complete their studies, such as online degree completion.

C. Expand financial aid efforts for students who have lost their DACA status as Columbia University has done.

D. Assign an administrative office to take charge of and advertise counseling for DACA students on their educational and legal situations. Provide confidential counseling to students, faculty, and staff who are at risk of deportation, or whose families face this risk.

E. Make every effort to collaborate with legal services and nonprofit organizations, legal clinics, and private lawyers and law firms willing to take pro-bono cases to provide free legal counsel to students placed into removal proceedings.

F. Protect student privacy, following its longstanding compliance with the Family Educational Rights and Privacy Act (FERPA). The SUNY System shall remind faculty, and staff members that they should not inquire into any student's immigration status unless they are strictly required to do so by law.

We call upon the SUNY Central Chancellor and Board of Trustees to reaffirm their commitment to foster a safe, diverse, and inclusive campus environment. By taking the steps outlined above, the SUNY System will uphold the core of our mission. We ask that you please join us and other universities and colleges nationwide by declaring all SUNY locations to be Sanctuary Campuses, in order to demonstrate our common care and concern for the SUNY commu-

nity and mission during these tumultuous times.

Therefore, Be it Resolved that the University Faculty Senate endorses the position outlined in this petition; and

Be it Further Resolved that the UFS instructs the president of the SUNY University Faculty Senate to sign this petition on behalf of the Senate; and

Be It Further Resolved that the UFS urges all faculty, staff and students to consider the petition most carefully and act according to their consciences to protect the integrity of our campuses and the members of our campus communities.

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[175-02-1](#)

### **Resolution to Create Transgender Health Care Education at SUNY Campuses**

Whereas SUNY strives to be a national leader in all of its educational endeavors and diversity is a core value for all SUNY campuses, and the SUNY Board of Trustees passed a resolution on September 10, 2015 "to make SUNY the most inclusive higher education system in the country"; and,

Whereas SUNY's academic health science programs offer healthcare, education, and research; and, observe the highest standards of ethics, humanism, compassion, dignity and fairness with respect to the diversity of the human condition; and,

Whereas SUNY's numerous nursing programs and preparation of other allied health professionals play a valuable role in producing nurses and others who work in the health care field New York State; and,

Whereas a shared mission of the academic health science programs is to educate, to innovate, to enhance public health, and to improve the health of the diverse citizens of New York State by

continuously evaluating and adopting innovative practices; and,

Whereas NY state recognizes the importance of increasing the number of doctors in areas where there are shortages by creating programs like Doctors Across New York (DANY), Physician Loan Repayment and Physician Practice Support programs, the DANY Ambulatory Care Training program, and the Primary Care Service Corps program (PCSC) to encourage healthcare professionals to locate in high-need geographic areas or to work with underserved populations; and,

Whereas students studying in academic health science programs need to be prepared to treat all patients; and,

Whereas it is estimated that the number of transgender people in the United States is approximately 1.4 million (0.6% of the population), and it is estimated that 78,000 transgender individuals (0.51%) reside in New York State; and,

Whereas transitioning and transgender individuals face discrimination in the community when accessing health care and have unique medical needs in the areas of adult primary care, pediatric/adolescent primary care, endocrinology, surgery, and mental health; and,

Whereas guidelines exist (see UCSF Center of Excellence guidelines, AAMC guidelines, and The World Professional Association for Transgender Health [WPATH] Standards of Care, and Gay and Lesbian Medical Association [GLMA], American Nurses Society, and NursesHEALE) to promote equity in health care and meet the unique medical needs of transitioning and transgender individuals and clinics exist (see UCSF, OHSU and SUNY Downstate) to provide health care to transgender individuals; therefore,

Be It Resolved that UFS encourages the SUNY system administration to provide financial and academic support to any

## Statements and Resolutions Continued

SUNY campus that begins a trans-specific training program; and,

Be It Further Resolved that UFS encourages faculty in academic health science programs at SUNY campuses to review didactic and clinical curricula, and adopt guidelines suggested by one of the many organizations suggested to improve the health care of transitioning and transgender individuals; and,

Be It Further Resolved that UFS encourages development of transgender health training initiatives for clinicians and staff, utilizing existing guidelines and clinics as a model, and offer training that is trans-specific in all areas needed according to the guidelines.

### Background

There is a need to modify both undergraduate and post-graduate medical education so that a greater number of health care professionals will graduate with the skills to meet the needs of transitioning and transgender patients in both primary care and specialty settings. Guidelines on curriculum, care, and training in transgender medicine have been put together at a number of institutions:

<https://louisville.edu/medicine/news>

[http://www.downstate.edu/news\\_releases/2015/](http://www.downstate.edu/news_releases/2015/)

[news\\_release\\_full27.html](http://www.starprogram.nyc/news_release_full27.html)

<http://www.starprogram.nyc/>

<http://www.ohsu.edu/xd/health/services/transgender-health/about/index.cfm>

[www.transhealth.ucsf.edu](http://www.transhealth.ucsf.edu)

Professional organizations including AMA, ANA, APA, and WPATH also support practice guidelines for LGBT individuals:

[http://www.nursingworld.org/](http://www.nursingworld.org/MainMenuCategories/)

[MainMenuCategories/](http://www.nursingworld.org/MainMenuCategories/)

[ThePracticeofProfessionalNursing/Improving-Your-Practice/Diversity-Awareness/LGBT](http://www.nursingworld.org/MainMenuCategories/Improving-Your-Practice/Diversity-Awareness/LGBT)

[http://healthcareguild.com/medical\\_education.html](http://healthcareguild.com/medical_education.html)

<http://www.ama-assn.org/delivering-care/policies-lesbian-gay-bisexual-transgender-queer-lgbtq-issues>

[http://www.wpath.org/site\\_home.cfm](http://www.wpath.org/site_home.cfm)

Non-profit organizations such as Health-HIV have developed a continuing education training module for health care providers:

<http://www.healthhiv.org/what-we-do/education-training/lgbt-training-and-certificate-program>

Transgender people who do not reside in major urban areas often need to travel long distances in order to find practitioners who have expertise in transgender health care, and this hardship impedes good care:

<https://www.theguardian.com/society/2016/may/03/transgender-healthcare-doctor-oneonta-new-york-carolyn-wolf-gould>

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[175-03-1](#)

### Resolution on Contact Hours

Whereas the most recent Memorandum to Presidents from the office of the vice chancellor for academic programs regarding the relationship of credit to contact hours for experiential learning is dated June 30, 1976; and

Whereas the June 30, 1976 Memorandum is outdated and does not reflect the actual credit/contact hour practices throughout SUNY, including the requirement for the student to satisfy clearly stated learning outcomes of college level learning; and

Whereas SUNY campuses need guidance for the Applied Learning Plans to be submitted to the SUNY Provost's Office in May, 2017; and

Whereas the 1976 SUNY Memorandum specifies that "When life or work experience is to be credited as a concurrent portion of an academic program design, as in an internship, one semester credit hour will be awarded for each 40-45 clock-hour week of supervised academic activity that provides the learning con-

sidered necessary to program study"; and

Whereas the definitions in New York State, Title 8, Chapter II §50.1(n) and (o) of the Regulations of the Commissioner indicate the minimum time requirements for awarding credit:

(n) "Credit means a unit of academic award applicable towards a degree offered by the institution."

(o) "Semester hour means a credit, point, or other unit granted for the satisfactory completion of a course which requires at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments, except as otherwise provided pursuant to section 52.2(c)(4) of this Subchapter. This basic measure shall be adjusted proportionately to translate the value of other academic calendars and formats of study in relation to the credit granted for study during the two semesters that comprise an academic year"; therefore be it

Resolved that the University Faculty Senate recommends to the Chancellor that the SUNY Policy on the award of credit for Experiential Learning be amended to make it congruent with the current Commissioner's Regulations.

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[175-04-1](#)

### Resolution on Assessment Practices

Whereas SUNY and the Middle States Commission on Higher Education require regular and effective assessment of all courses, including General Education courses; and

Whereas Article VI, §3 of the SUNY Board of Trustees Policies clearly states that "The University faculty shall be responsible for the conduct of the University's instruction, research and service programs"; and

Whereas Section II. B 2 of the University Faculty Senate Bylaws specifies that "The Senate shall be concerned with

## Statements and Resolutions Continued

effective educational policies and other professional matters within the University"; and

Whereas General Education requirements of the Middle States Commission on Higher Education can be met through campus courses relevant to the academic program and selected from SUNY General Education categories; and

Whereas programs, courses and other instruction at SUNY should be guided by clear principles and methods of assessment, improvement and data that show the results of improvement measures; and

Whereas assessment should be part of planning and budget processes; therefore

Be it resolved that the University Faculty Senate recommends the following framework of questions and goals as the basis for all academic assessment:

As part of assessment of student learning, the faculty will:

1. Identify the student learning outcomes at the course, program, General Education and institution level.
2. Establish a method to determine that students can demonstrate the indicated outcome apart from any assigned grade.
3. Determine whether or not students can demonstrate what the learning outcome describes or lists.
4. Document the findings of the assessment, analyze the results and take steps necessary to enhance the quality of teaching and learning.
5. Assess the effectiveness of actions taken in step #4 (i.e. did the actions work and what data or evidence is used to demonstrate the effectiveness of the enhancement)

### Important Dates

[Complete Calendar](#)

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#### **Spring Plenary Meeting 2017**

SUNY Canton  
April 20-22, 2017

#### **SUNY Voices Shared Governance Conference**

Crowne Plaza Suffern Hotel  
April 27-28, 2017

#### **Fall Planning Meeting**

Holiday Inn Syracuse Liverpool  
September 14-15, 2017

#### **Fall Plenary Meeting 2017**

SUNY Delhi  
October 19-21, 2017

#### **Winter Plenary Meeting 2018**



# Shared Governance Conference

Continuity In Shared Governance In  
Times Of Leadership Change

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## *Keynote Speakers*

Dr. Michael DeCesare

*Chair, Committee on College and University Governance, American Association of University Professors*

Dr. David Maxwell

*President Emeritus of Drake University and Senior Fellow, Association of Governing Boards*

April 27-28, 2017


Crowne Plaza Hotel, Suffern, NY

## **Call for Papers/Proposals**

SUNY Press to publish an edited volume of conference papers,  
Volume 3 of the "Shared Governance" series.

**To Register and for Complete Information**

[www.suny.edu/sunyvoices](http://www.suny.edu/sunyvoices)

<p>CONFERENCE LOCATION:</p>	<p><a href="#">Crowne Plaza Suffern</a> 3 Executive Blvd Suffern, NY 10901</p>
	<p><i>There is a \$25 registration fee for the SUNY Voices conference. We can accept credit cards checks and money orders. Checks and money orders should be made payable to SUNY System Administration and submitted to:</i></p> <p>Carol Donato University Faculty Senate SUNY Plaza - S120 Albany, NY 12246</p> <p>Participants are responsible for their own travel and lodging expenses. Lunch and Dinner will be provided on Thursday, April 27; Continental Breakfast and Lunch will be provided on Friday, April 28.</p> <p>To register and pay for the SUNY VOICES Conference, please complete and submit the online registration form:</p> <p><a href="#">SUNY VOICES Conference Registration form.</a></p>
<p>LODGING INFORMATION The State rate of \$119 has been secured for the block of rooms.</p>	<p><a href="#">The Crowne Plaza - Suffern</a> 3 Executive Blvd Suffern, NY 10901 Local Phone: 845.357.4800</p> <p>Click here for <a href="#">Directions to The Crowne Plaza - Suffern</a></p>
<p>SUNY VOICES CONFERENCE - CALL FOR PROPOSALS</p>	<p>We invite papers (research as well as reflective analyses) that address issues related to shared governance, and are especially interested in papers related to conference themes. Both group and single-author projects as well as works-in-progress are welcome.</p> <p>The following types of proposals will be considered:</p> <ul style="list-style-type: none"> <li>● <b>Individual Paper Proposals</b> are submitted individually and arranged into sessions by the review committee. In paper sessions, authors present 10 - 12-minute papers followed by audience discussion.</li> <li>● <b>Panels</b> provide an opportunity for examining specific problems or topics from a variety of perspectives given that they include 3 - 4 participants.</li> <li>● <b>Roundtables</b> typically include a moderator and 4 - 6 presenters who make brief, informal remarks about a specific idea or project. They allow for extensive discussion and audience participation.</li> </ul> <p><b><i>The deadline for submitting Proposals/Abstracts is March 1, 2017</i></b></p> <p>To submit a proposal for the SUNY VOICES Conference, you must complete and submit the online proposal form by selecting this link:</p> <p><a href="#">SUNY VOICES Conference Proposal form.</a></p> <p>Select for Proposal Submission Requirements and Directions for completing the online proposal form.</p>
<p>Questions about the SUNY VOICES Conference?</p>	<p>Contact: <a href="#">Carol Donato</a> - University Faculty Senate 518.320.1376 / 800.547.1548</p>