Major Topics

• Chancellor will no longer attend or take questions from UFS
• Legislative intrusion into the curriculum
• Applied Learning
• Budget
• SUNY Excels
Chancellor will no longer attend UFS

• Always commented on not missing our meetings
• 3-6 hours per year to meet with university leadership
• Backstory – she did not appreciate the questions regarding the Applied Learning mandate last time
• Many commented on her decision
Legislative intrusion into the curriculum

• All SUNY students will complete an “internship or cooperative learning experience”
• Were able to change the vocabulary to Applied Learning
• But still….. First time our legislature has made an academic requirement
• Dangerous precedent?
Applied Learning

• “a significant intrusion into the faculty’s role and a direct politicization of curricular requirements.
• Massive unfunded mandate
• requirement for plans to be developed
• governance organizations are already being brought to the table.
• a rapidly moving set of discussions that will lead to a broad resolution by the Board of Trustees on May 6 that meets the letter of the adopted legislative language.”
Budget

• “….. no additional base funding to cover negotiated salary costs”
• “Legislature had included $7.6 million for this purpose in the 2014-15 budget, there was only $4.76 million added back in to the 2015-16 budget”
• “very far short of the $131 million SUNY estimated would be needed to fully fund the salary costs for next year“
Budget

• “while the Governor had cut $18.5 million in support for the SUNY hospitals, the final budget restored this and added about $100k more. “
On Budget

• “increases funding to EOP and other opportunity programs”

• “establishes the "investment fund" that the Chancellor wanted (performance funding), but only at $18 million”

• Request was for $50 million
### State-operated Campuses Year-to-Year Direct State Tax Support

<table>
<thead>
<tr>
<th>Event / Action</th>
<th>Value (SM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014/15 Enacted Budget</td>
<td>$715.6</td>
</tr>
<tr>
<td><strong>Executive Reductions</strong></td>
<td></td>
</tr>
<tr>
<td>Salary Support</td>
<td>$(7.6)</td>
</tr>
<tr>
<td><strong>Enacted Adds/Restorations</strong></td>
<td></td>
</tr>
<tr>
<td>Investment and Performance Fund</td>
<td>$18.0</td>
</tr>
<tr>
<td>Salary Support Restoration</td>
<td>4.7</td>
</tr>
<tr>
<td>Subtotal Adds/Restorations</td>
<td>$22.7</td>
</tr>
<tr>
<td>2015/16 Enacted Budget</td>
<td>$730.7</td>
</tr>
<tr>
<td>$ Change</td>
<td>+$15.1</td>
</tr>
<tr>
<td>% Change</td>
<td>+2.1%</td>
</tr>
</tbody>
</table>

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The 2015/16 Enacted Budget continues the Executive Budget proposal to have the State...
SUNY Excels

• Performance based assessment
• Attempt to secure funds above base
• Now at 17 metrics
• Each campus would select their measures?
• University Center bias
• Only learning outcome is financial literacy
<table>
<thead>
<tr>
<th>ACCESS</th>
<th>COMPLETION</th>
<th>SUCCESS</th>
<th>INQUIRY</th>
<th>ENGAGEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. NYS Citizens Served by SUNY</td>
<td>6. Student Achievement / Success (SAM)</td>
<td>7. Graduation Rates</td>
<td>12. Courses in SIRIS that include hands-on research, entrepreneurship, etc.</td>
<td>15. Alumni / Philanthropic Support</td>
</tr>
<tr>
<td>4. Capacity - programs and courses</td>
<td></td>
<td></td>
<td></td>
<td>17. Economic Impact</td>
</tr>
</tbody>
</table>
SUNY Excels

• “Enacted Budget requires SUNY and CUNY campuses to develop metrics for performance assessment.

• The SUNY Excels framework will provide the basis for SUNY’s response, as these metrics have been well vetted, communicated to campuses, and approved by the SUNY Board of Trustees.

• Be aware that there will likely be further campus action on the use of the SUNY Excels metrics, possibly during the summer.”
Q&A with Provost Alex Cartwright

• Turned it around on us – with good humor
• Sector questions variable
• Our sector asked:
Q&A with Provost Alex Cartwright

• The advantage of a university system comes from efficiencies that result from diverse missions.
• “Systemness” has not been working in favor of the comprehensive colleges. As state support for public higher education has continued to erode, campuses have become increasingly dependent upon student tuition and fees.
Q&A with Provost Alex Cartwright

• We have experienced an erosion of our traditional base as the Technical Colleges have been adding more four year programs, and even some master’s degrees (mission creep).

• At the same time the University Centers have been allowed to continue to increase their first-year enrollments.
Q&A with Provost Alex Cartwright

• Combine that with the decline in interest in teacher education programs, and a decline in graduating seniors, and it is no wonder that the comprehensives are experiencing enrollment challenges.

• How may the system work to ensure that the mission of the comprehensive colleges is valued?
Q&A with Provost Alex Cartwright

• Good question
• Comprehensives are important
• Need to promote yourselves

• If you were to develop a BIOL ...
Updates

- Seamless transfer - Dan Knox, Director of Student Mobility
- Open SUNY Report – Ken O’Brien
- Budget Report – Eileen McLoughlin
New Business

• Report on Intellectual Property – Heather Hage & Elise Puzio

• Research at the Comprehensive and Technology Campuses: What Can We Do?
Resolutions

Joint Statement on Shared Governance

• All three faculty governance organizations agree that systems of shared governance are the most dependable and effective structures to support sustainable and innovative colleges and universities.
Resolutions

Joint Statement on Shared Governance

• faculty's disciplinary and teaching expertise are essential for determining the curriculum, developing appropriate pedagogical methods, and advancing knowledge.
• academic judgment to determine who teaches, what is taught, to whom and how, and what performance standards are appropriate.
• Faculty are responsible for ensuring that students learn, so that the college or university can fulfill its core missions of advancing and transmitting knowledge.
• Academic Freedom to pursue effective expression of that judgment.
Resolution: To Support Planning and Implementation of Applied Learning Experiences at SUNY

Be It Resolved

• all SUNY experiential education such as internships, co-operative education, and all applied learning and/or experiential education earning academic credit shall be the responsibility of appropriate faculty who are members of the academic department (or similar academic unit) within the discipline in which the internship is offered and should be qualified to supervise the internship and other experiential education in the respective subject area; and
Resolution: To Support Planning and Implementation of Applied Learning Experiences at SUNY

Be It Resolved

• that specific learning outcomes, carefully defined by faculty, will dictate the role a given applied learning experience contributes toward the requirements for the major or program;
Resolution on Renewal of NYSUNY2020

Be It Resolved

• Establishing a commitment to a true Maintenance of Effort by the State for the entire State University of New York System, whereby the State will maintain base funding at the FY 2015-16 and increase it annually by an amount no less than that necessary to meet increased costs of negotiated salaries, fringe benefits, and other mandatory inflationary costs;
Resolution on Renewal of NYSUNY2020

Be It Resolved

• Reauthorizing a rational tuition plan;

• Renewing the tuition credit for TAP-eligible students by requiring that New York State allocate funds to cover the difference between resident undergraduate tuition and the maximum TAP award for those students eligible for the maximum TAP award;
Resolution on Open Access Publication

Be It Resolved

• that the University Faculty Senate encourages SUNY, its Libraries, and the Faculty to explore and support alternatives to publishing scholarship with commercial publishers; and
Resolution on Open Access Publication

BE IT FURTHER RESOLVED

• create a task force to explore alternative models of scholarly publishing and communications

• report back to the University Faculty Senate with an interim report at the Winter 2016 UFS Plenary

• regarding the feasibility, desirability and logistics of adopting such alternative models.
Resolution on Fellowships to support graduate research for SUNY undergraduate students who wish to attend graduate school

Be It Resolved

• the University Faculty Senate encourages the SUNY administration to explore the feasibility of offering a Chancellor’s graduate fellowship at each campus to an outstanding undergraduate SUNY student to begin their graduate work at a SUNY institution.