University Faculty Senate

Winter Plenary

2015
Major Topics

Unusual Schedule

• “State of SUNY” on same day

• Morning session reports

• But most were following what was happening in Albany

• Because of the SUNY comments from Cuomo’s “State of the State”
Major Topics

• Among the many comments from Governor Cuomo
• All SUNY students will complete an “internship or cooperative learning experience”
• How is that defined?
105: Make Experiential Learning a Graduation Requirement

Text from State of the State address

- Experiential Learning and Cooperative Education
- “Applied learning” used only in reference to a study
105. Make Experiential Learning a Graduation Requirement

Governor Cuomo will push to ensure that experiential learning is a mandatory requirement of graduation. To gain employment after graduation, it is no longer sufficient for a student simply to attain a degree or certificate in a specific field. Rather, students must also demonstrate work readiness and prior relevant experience to prospective employers. In fact, in 2014, a national survey of employers, the majority...
Governor Cuomo will push to ensure that experiential learning is a mandatory requirement of graduation. To gain employment after graduation, it is no longer sufficient for a student simply to attain a degree or certificate in a specific field. Rather, students must also demonstrate work readiness and prior relevant experience to prospective employers. In fact, in a 2014 national survey of employers, the majority expressed support for colleges requiring students to complete an applied learning project before
Major Topics

• Will Chancellor Zimpher include the same?
• Most of the questions to Chancellor Zimpher were seeking a definition for “internship or cooperative learning experience”
• How will they be supported?
• Unfunded mandate?
• Impossible task?
Major Topics

- Response was mostly that she thought that it was something we wanted
- A lot of follow up – mostly in an attempt to let each campus define the activities
- Coalition of SUNY/CUNY/Community Colleges
March 5, 2015

Assemblywoman Deborah Glick
Chair, Assembly Higher Education Committee
Legislative Office Building
Albany, NY 12224

Dear Assemblywoman Glick:

We are writing to you in regard to the language in the Governor’s Executive Budget bills that instructs the boards of trustees of the SUNY and CUNY systems to pass a resolution by December 31, 2015, “that students enrolled in an academic program of the [state/city] university of New York shall be required to participate in an approved experiential or applied learning activity as a degree requirement.” Our respective bodies—the University Faculty Senate and Faculty Council of Community Colleges of SUNY and the University Faculty Senate of CUNY—have grave concerns over this and other language in the Executive proposal that would mandate this graduation requirement. Our concerns are manifested in two ways: procedural and practical.
Letter to Glick

• “that students enrolled in an academic program of the [state/ city] university of New York shall be required to participate in an approved experiential or *applied* learning activity as a degree requirement.”

• “a significant intrusion into the faculty’s role and a direct politicization of curricular requirements. “

• “Massive unfunded mandate”
Letter to Glick

• “the only way to handle this at this point is to remove the language that calls for a mandated graduation requirement. “

• “We should note that faculty are generally in favor of making opportunities for applied/experiential learning available to all students who wish to pursue them. Such an approach encourages applied learning while retaining curricular decisions for graduation requirements with the faculty.”
• Potsdam ahead of the pack
• Something we do well
• President Esterberg’s realignment of offices that serve these functions – Applied Learning Center
• Overlap with support for faculty scholarship
SUNY Excel

- Chancellor stated that she wanted to see a shift from enrollment to retention and graduation rates for performance
- Analogy: For a M.D. - not office visits but health of a patient
- Proposed as a mechanism to increase funding to SUNY
Harnessing The Power of SUNY through Performance

ACCESS
- ECHS
- P-TECH
- Educational Opportunity Centers
- CollegeBoard
- UNIVERSAL PSAT/NMSQT
- Educational Opportunity Program

COMPLETION
- OPEN SUNY
- DegreeWorks: Your GPS to graduation
- Finish in 4: SUNY’s commitment to your graduation
- TeachNY: Powered by SUNY
- Seamless Transfer

SUCCESS
- SUNY Smart Track: Empowered Financial Planning
- SUNY WORKS
- SUNY V.E.T.S.
- SUNY Next Generation Job Linkage
- SUNY Diversity Task Force

RESEARCH
- Networks of Excellence
- Technology Accelerator Fund
- EIP

ENGAGEMENT
- SUNY Vibrant Communities
- SUNY Alumni Network
- SUNY Voices
- NEW YORK STATE MWBE FORUM
- SUNY Chancellor's Society
# Power of SUNY 2020

## SUNY Excels DRAFT Performance System Worksheet

<table>
<thead>
<tr>
<th>Access</th>
<th>Completion</th>
<th>Success</th>
<th>Research</th>
<th>Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>...provide 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 in a complete range of academic, professional and vocational postsecondary programs offered through a geographically distributed comprehensive system of diverse campuses which shall have differentiated and designated missions</td>
<td>Increase degree/award production, non-degree completion and services that support student completion; enable those we serve to achieve their goals</td>
<td>Robust system and campus supports for student success; students are prepared for the most successful possible launch into further education, career and citizenship</td>
<td>Increase external investment in SUNY research. Continue to increase the level of confidence external entities have in SUNY. - system - institutions - faculty - programs</td>
<td>SUNY’s engagement - our economic, social and cultural impact on New York State, and beyond; Engage with and share the experience the state university with the business, agricultural, governmental, labor and non-profit sectors of the state...for the purpose of enhancing the well-being of the people of the state of New York...and the health of local economies and quality of life; translating innovation into new ideas, products, devices and services and businesses to benefit communities and society</td>
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## Measures

<table>
<thead>
<tr>
<th>Priority</th>
<th>Measures</th>
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</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>Diversity, Capacity, Affordability</td>
</tr>
<tr>
<td>Completion</td>
<td>Persistence, Transfer</td>
</tr>
<tr>
<td>Success</td>
<td>Applied Learning, Student Supports, Financial Literacy</td>
</tr>
<tr>
<td>Research</td>
<td>External Investment in SUNY’s research</td>
</tr>
<tr>
<td>Engagement</td>
<td>Start-Up New York, Commercialization, Workforce development, Alumni/Philanthropic support, Community service</td>
</tr>
</tbody>
</table>

## Full Enrollment Picture

(undergraduate/Graduate, full-time/part-time, remedial, etc., workforce training, international, early college high school, certificates, single course credit/non-credit, industry partnerships, contract courses/programs, concurrent HS enrollment)

| Diversity | (ethnicity/race, gender, age, etc.) |
| Affordability | (tuition rates, fees) |

## Completion Rates

(undergraduate, graduate, professional)

| Graduation Rates | (full-time/part-time, first-time/transfer, undergrad/grad/professional) |
| Retention Rates | (full-time/part-time, first-time/transfer, undergrad/grad/professional) |

## Applied Learning

(internships, cooperative education, undergrad/graduate hands-on research)

| Student Supports | (career advising, veteran supports, job placement, graduate advising) |
| Financial Literacy | (student indebtedness, student default rate) |

## Multi-cultural Experiences

(language studies, education abroad, international student enrollment)

| External Investment in SUNY’s research |
| Scholarship, Discovery and Innovation |
| Thought leaders |

## Market Share

(state, regional, local)

| Time to Degree | (undergrad and graduate) (measured in years, credits) |
| Transfer Rates | |

## Degree Progression

(Assoc -> Bacc; Undergrad -> Grad)

| Additional Credentialing | (e.g., minors, double majors, etc.) |
| Scholarship, Discovery and Innovation (publications and citations) |
| Invited, appointed or called to serve as thought leaders (board member, academy member, national panels, keynote, national and international recognition) |

## Employment and Earnings

| SUNY Works |
| SUNY Distinguished Academy |
| SUNY Smart Track |
| SUNY Distinguished Academy |
| SUNY Innovation Program (EIP) |
| SUNY Networks of Excellence |
| SUNY Next Generation Job Linkage Program |
| SUNY Serves |

## Examples of Initiatives

- SUNY Metro Recruitment Infrastructure (Manhattan, Westchester, Long Island)
- EOP / EEC / ATTAIN
- Open SUNY / Path to 100,000 Cradle to Career Alliances
- Guarantee programs (4 in 4, 2 in 2)
- Seamless Transfer
- DegreeWorks
- Remedial reform / GAP
- Open SUNY/Center for Online Teaching Excellence (COTE)
- Online orientation

## Key Dates

- Start-Up New York
- Commercialization
- Workforce development
- Alumni/Philanthropic support
- Community service

## SUNY Philanthropic support

(Investments, alumni giving rate, # of new donors annually, amount of major gifts)

## Community Service/Outreach

(estimated volunteer hours, students, events)

## Workforce Development

(number of MOUs with businesses, number of participants)

## Cultural Impact

(events, performances, exhibitions)

## SUNY Voices
SUNY Excel

- Chancellor, Provost, Assistant Provost
- 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>
Also from the Governor

• SUNY Excel was submitted as an “above base” initiative – reward for excellence

• Cuomo turns carrots into sticks

• Required plan from each campus with a 10% cut in state support to any campus without an approved plan
State University of New York (SUNY)
One House Bill Overview / Comparison

**Funding Changes**

<table>
<thead>
<tr>
<th>Item</th>
<th>Executive Action</th>
<th>Assembly Action</th>
<th>Senate Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Improvement Plans</strong></td>
<td>• 10% of State Tax support held back until Performance Improvement Plans are approved by BOT and Director of DOB</td>
<td>Eliminated</td>
<td>Eliminated in appropriation bill copy, but provided in legislative language with no 10% hold back</td>
</tr>
<tr>
<td><strong>$18.0M Performance Funding</strong></td>
<td>• Campuses with an approved Performance Improvement Plan become eligible for a share of $18.0M</td>
<td>Eliminated</td>
<td>Eliminated</td>
</tr>
<tr>
<td><strong>Salary Funding</strong></td>
<td>• $7.6M provided in 2014/15 Enacted budget eliminated</td>
<td>$7.6M: Restored</td>
<td>$18.0M in Performance Funding repurposed to salary support</td>
</tr>
<tr>
<td></td>
<td>• $3.5M: Added</td>
<td>$3.5M: Added</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• $11.1M: Total</td>
<td>$11.1M: Total</td>
<td></td>
</tr>
<tr>
<td>Event / Action</td>
<td>Value (SM)</td>
<td></td>
<td></td>
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<tr>
<td>----------------------------------------------------</td>
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<td></td>
<td></td>
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<tr>
<td>2014/15 Enacted Budget</td>
<td>$715.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Executive Reductions</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Salary Support</strong></td>
<td>$(7.6)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Enacted Adds/Restorations</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Investment and Performance Fund</strong></td>
<td>$18.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Salary Support Restoration</strong></td>
<td>4.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subtotal Adds/Restorations</td>
<td>$22.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015/16 Enacted Budget</td>
<td>$730.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>$ Change</strong></td>
<td>+$15.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>% Change</strong></td>
<td>+2.1%</td>
<td></td>
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</tbody>
</table>

The 2015/16 Enacted Budget continues the Executive Budget proposal to have the State...
### College Changes:

<table>
<thead>
<tr>
<th>System</th>
<th>Summary</th>
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</thead>
<tbody>
<tr>
<td>State-operated campuses become eligible for a share of the $18.0M</td>
<td>State-operated campuses become eligible for a share of the $18.0M noted above – pursuant to a methodology determined by the Chancellor and approved by the Board of Trustees - upon completion and approval of a “performance improvement plan”. Such approval will be provided by the Board of Trustees and the plan will be developed for use in future years. Plans will include, but are not limited to, improving access, completion, academic and post-graduation success, research, and community engagement. Funds may be used for such purpose as designated by the Chancellor and approved by the Board of Trustees.</td>
</tr>
<tr>
<td>and Improvement Fund</td>
<td>System Administration shall work to create “Community College Regional Councils”, which shall: A) Exist only outside of NYC, B) Be such regions as defined by the Chancellor, C) Have members appointed by the Chancellor, D) Have Chairs who are sitting community college presidents, E) Have as their charge to set program development, enrollment, and transfer goals within each region, coordinate education and training program offerings within</td>
</tr>
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### College Regional Councils
<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
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<tr>
<td>Get On Your Feet Loan Forgiveness Program</td>
<td>Under this program, New York State will pay the first two years of monthly student loan obligations under the Federal “Pay As You Earn” (PAYE) program to students who meet certain criteria.</td>
</tr>
<tr>
<td>Standardized Financial Aid Award Letters</td>
<td>Requires standard financial aid award letter by December 31, 2015 for colleges and vocational institutions to use in responding to financial aid applicants for the 2016/2017 academic year and on.</td>
</tr>
<tr>
<td>Experiential Learning Requirement</td>
<td>Requires the Boards of Trustees of the State University of New York and the City University of New York to each pass a resolution by June 1, 2015 in favor of developing a plan to offer approved experiential/applied learning activities to students.</td>
</tr>
<tr>
<td>Creation of SUNY “DSRIP” Escrow Account</td>
<td>Creates “SUNY DSRIP” Escrow account to facilitate SUNY hospital participation in the federal DSRIP program.</td>
</tr>
<tr>
<td>Disabled Student Tuition Assistance Awards</td>
<td>Amends requirements for “satisfactory progress towards completion” for disabled students receiving TAP as defined by the ADA Act of 1990.</td>
</tr>
<tr>
<td>Foster Youth College Success Initiative</td>
<td>Provides for grants to SUNY, CUNY, and certain institutes of private higher education to provide expanded opportunities for foster youth.</td>
</tr>
<tr>
<td>Community College/BOCES AOS Degree Pursuit</td>
<td>Authorizes the SUNY Community College Boards of Trustees to consult with the boards of BOCES to identify new or existing</td>
</tr>
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University Faculty Senate President

• Dr. Peter L.K. Knuepfer, Associate Professor of Geological Sciences and Environmental Studies at Binghamton University and President of the Faculty Senate, joined the SUNY Board of Trustees July 1, 2013.
Experiential Learning

• “We didn't get everything we fought for--there was still language in the final bill. But we achieved the compromise position that was the fallback in the letters that I sent jointly with Tina Good (FCCC) and Terry Martell (CUNY): no mandated graduation requirement; faculty governance involvement in establishing opportunities for applied learning; and local campus decision on whether to establish a graduation requirement. That's the good news.”
Experiential Learning

• “The bad news is that the legislation requires the Board of Trustees to pass a resolution by June 1 to do these things--still an inappropriate legislative intrusion into the curriculum that I would much rather have seen disappear, and a potentially dangerous precedent in terms of intrusion. Still, I suppose we can claim a victory here.”
On Budget

• “Stacey Hengsterman, Chief of Staff and principal liaison with the Governor's office, put it this way--not all we'd like, but given that SUNY got 46% of what was on the table, not bad either.”
On Budget

• “The budget increases funding to EOP and other opportunity programs (a major priority for Assembly Speaker Heastie, who came through EOP himself); restores hospital funding to last year's level (actually, adds $0.1 million); establishes the "investment fund" that the Chancellor wanted (performance funding), but only at $18 million; provides some funds for "salaries", though very far short of what's needed; appropriates tuition money; and provides other restorations. ”
Educational Pipeline Report

• Johanna Duncan-Poitier
• Focus on the SUNY S-TEN initiative
SUNY Teacher and Leader Education Network

The State University of New York (SUNY) - the largest comprehensive public higher education system in the nation - prepares approximately one quarter of New York’s teacher workforce. SUNY graduates are employed in every one of the State’s nearly 700 school districts.

- 17 SUNY campuses have undergraduate and/or graduate programs leading to NYS certification for teachers and school leaders
- All 64 SUNY campuses contribute to the development of teaching and education in NYS
- 5,000 Students graduate from SUNY with teaching degrees each year

SUNY is dedicated to educating the next generation of New York teachers and school administrators with a focus on clinical experience to produce top-quality education professionals.
Educational Pipeline Report

• “The preparation of effective teachers and school leaders depends not only on Teacher Education faculty, but also on the content expertise of Arts and Sciences faculty, and the expertise found in schools throughout the state.” and ”

• The goal of this pioneering effort is to engage higher education faculty and their educational partners in the renewal of teacher and school leader preparation to meet the needs of today’s children.”
• Once again SUNY Potsdam is way ahead of the game
• Faculty from our three schools have been working over the past two years on a number of S-TEN initiatives
• Among them....
ENHANCING LEARNING WITH STANDARDS:
An Academic Perspective

Please join faculty from our three schools in a discussion about learning in the context of standards. The workshop will be held in the Knowles Conference Center on Friday, 17 April 2015, starting at 1:00 p.m.

The emerging standards (Common Core English Language Arts and Mathematics, the Next Generation Science Standards, and the Social Sciences Frameworks) will have a direct impact on the knowledge and skills of the students we matriculate as well as a potential impact on our curriculum. Our teacher candidates in all disciplines will be assessed, in part, on their ability to facilitate student learning in the context of the emerging standards. This workshop is designed to explore the academic development of the standards and discuss the impact on higher education. We have invited four guest speakers, regional experts in their respective disciplines, to help us understand the impact of the standards on current and future students.

**Common Core, ELA:**
NICOLE J. KELLEY, responsible for helping teachers from 18 districts transition to Common Core shifts and standards

**Common Core, Mathematics:**
DARRIN BURRIS, Director of Instruction for Science, Technology, Engineering, Arts, and Mathematics (STEAM), Boston Collegiate Charter School, Boston, MA

**Next Generation Science Standards:**
MICHAEL OCCHINO, Director of Science Education Outreach Center for Professional Development and Education Reform at the University of Rochester

**Social Science Frameworks:**
PATRICIA (Dyński) POLAN, Associate in Instructional Services, Office of Curriculum and Instruction, New York State Education Department

**Why should you attend?**
*For your students:* our teacher candidates will be assessed on how well they are able to teach the content knowledge we provide.
*For yourself:* our future students will have been educated using the new standards as the transition is completed in New York State.

TO REGISTER, please send a request to Nancy Hess in the CLEAR office (hcossle@potsdam.edu)
Include your academic department, and your name as you prefer to have it listed on a name tag
Registration is first come, first served and will terminate on Tuesday, 14 April 2015
Resolution in support of the General Assembly of the Student Assembly of the State University of New York’s 8 Keys to Veteran’s Success resolution 1415-36

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

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

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

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

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

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

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

• **Be it resolved** that the University Faculty Senate of the State University of New York most strongly endorses and supports the 2015-16 budget request of the Board of Trustees of the State University of New York, and

• **Be it further resolved** that the UFS urges faculty and staff colleagues to advocate for SUNY on behalf of this budget request.
“Additionally, Cuomo proposed additional funding to SUNY and the CUNY for strategic initiatives, additional funding ($50 million) for the Start-Up NY program to attract businesses to college campuses and linking business needs to community college programs. Cuomo said a priority is turning the state's colleges and universities into commercialization centers.”

"We're in the process of taking SUNY and the CUNY system and turning them into commercialization centers," he said.

Incidentals

• SUNY Potsdam has a nick name
March 5, 2015

Assemblywoman Deborah Glick
Chair, Assembly Higher Education Committee
Legislative Office Building
Albany, NY 12224

Dear Assemblywoman Glick:

We are writing to you in regard to the language in the Governor’s Executive Budget bills that instructs the boards of trustees of the SUNY and CUNY systems to pass a resolution by December 31, 2015, “that students enrolled in an academic program of the [state/city] university of New York shall be required to participate in an approved experiential or applied learning activity as a degree requirement.” Our respective bodies—the University Faculty Senate and Faculty Council of Community Colleges of SUNY and the University Faculty Senate of CUNY—have grave concerns over this and other language in the Executive proposal that would mandate this graduation requirement. Our concerns are manifested in two ways: procedural and practical.

First, let’s address the procedural issue. Faculty hold our role—as having primary responsibility for the development and implementation of curriculum—to be one of the most important of our obligations as educators. Indeed, when our boards of trustees have imposed curricular requirements on our respective institutions—such as the 1998 General Education requirement at SUNY or the more recent Pathways...