



171st Fall Plenary
SUNY Buffalo State
October 22-24, 2015

Submitted by Pamela Wolfskill

Stony Brook Senators in Attendance: Georges Fouron, Dolores Bilges, Fredrick Walter, and Pamela Wolfskill

Others from Stony Brook: Edward Feldman, Immediate Past VP/Sec'y, Executive Committee; Norman Goodman, Co-Editor *Bulletin*, Executive Committee

Theme of Meeting: SUNY Diversity and Inclusion “Making Diversity Count”

Highlights

- The President’s Report—Peter Knuepfer
- Chancellor’s Report with Chancellor Nancy Zimpher
- Sector Reports—with Chancellor Zimpher
- Carlos Medina – Diversity Conversation, Diversity Officer and Senior Associate Vice Chancellor for Diversity, Equity and Inclusion
- Provost Office Report—Alexander Cartwright, Provost and Executive Vice Chancellor
- Faculty Council of Community Colleges Report—Nina Tamrowski, President
- CUNY University Faculty Senate—Terry Martell, Chair
- SUNY Student Assembly Report—Tom Mastro, President
- Resolutions
- Committee Reports

The President’s Report

1. Performance Improvement Plans (PIP) and SUNY Investment. SUNY submitted guidance to the campuses during the summer to produce a Performance Improvement Plan focused on the SUNY Excel metrics. They also sent an RFP to campuses to guide requests for new funds that make up the SUNY Investment fund. (see picture #1)

2. SUNY Diversity and Inclusion Policy. The Board of Trustees (BOT) passed a new policy on Diversity and much of Friday afternoon was devoted to this topic. Each campus must appoint a Chief Diversity Officer, with a direct line to senior administration, whose job is/will be to foster diversity and inclusion among students, faculty and staff; each campus must develop and implement a diversity and inclusion plan; SUNY will see to develop a cross-campus mentoring network for faculty.

3. Applied Learning. This initiative received considerable discussion. The first part of the campus plan will be to list the kinds of applied learning opportunities a campus will be making available to all students. Will faculty oversee any applied learning experience? A feasibility study and campus decision on whether or not to require Applied Learning for all students will be undertaken in 16/17.

4. Maintenance of Effort Legislation. This legislation will call upon the State to not only no cut SUNY's base budget, but to increase the base budget to cover mandated costs such as negotiated salary increases, inflationary increases such as utilities, etc. It's expected the Governor will veto it.
5. Applied Learning and High Impact Practices will be the focus of the January Plenary to be held at Stony Brook University.

Chancellor Nancy Zimpher addresses the Senate

The Chancellor presented what she termed a set of "causes" and "effects" regarding SUNY's initiatives and State funding over the last six years. The Chancellor made the following points:

- 1) SUNY has been and will continue to be the driver for economic development in NYS.
- 2) SUNY has a goal of access/completion and success. This will be accomplished by moving toward (what she termed a "big, hairy, audacious, goal") of 150,000 annual degrees.
- 3) SUNY is focused on diversity and inclusion.

The Chancellor will take this **#StandWithSUNY** message on the road. She described this as a critical year in the future of the State support for the System, with the expiration of the SUNY2020 legislation.

The Chancellor heard several questions indicating that faculty consultation is **not** being followed during plan development. The Chancellor replied that she needed help to ensure that campus Presidents effectively involve faculty governance. She said she would send letters to campus presidents stressing the importance of consultation.

(Chancellor Zimpher's PP Buffalo State Plenary can be found at <http://system.suny.edu/facultysenate/plenary-meetings>)

Provost and Executive Vice-Chancellor reported on his Strategic Agenda

SUNY Excels Performance Framework consists of access, completion, success, inquiry and engagement (A CSIE). SUNY generates \$900 M in research now and the Provost outlined a goal of \$1.5 B by 2025. SUNY completion is defined as 150,000 graduates in 2025. This will be achieved by retention and graduation rates, increasing credentialing, increasing new and transfer enrollment, and growing online enrollments.

(Provost Cartwright PP Buffalo State Plenary can be found at <http://system.suny.edu/facultysenate/plenary-meetings>)

Diversity Officer and Senior Associate Vice Chancellor for Diversity, Equity and Inclusion

Carlos Medina addressed the Senate and led a conversation that SUNY System's objective is being the most inclusive System in the world. He made the following points:

- 1) NYS is becoming increasingly diverse
- 2) NYS is experiencing a major growth in Latino population (an increase of 137% in 10 years).
- 3) NYS's white population will decline by 9% in the next 10 years

4) SUNY employs 80% white and only 4% Latino even though the Latino population is 18% of NY population.

The new policy requires each campus hire a Chief Diversity Officer, develop strategic/diversity/inclusion plans; and create a faculty/staff mentoring network.

Sector questions SUNY Buffalo State Plenary October 23, 2105

The Statewide senate is organized into 5 sectors including University Centers, University Colleges, Health Sciences, Technology, and Special/Statutory. Each sector meets separately to discuss issues pertaining to their sector and to develop questions to bring to the Chancellor based on separate sector needs.

University Centers Sector Report: *led by Fred Walter, University Center Sector Representative*

1. The process of consultation with campus governance on input for such programs as SUNY/EXCELS and the Performance Investment Fund has not always been followed in practice. What will you do ensure that the campus presidents actively consult with faculty governance on these matters which will define the future trajectories of our campuses and of SUNY?

Chancellor Zimpher stated that we have to get this right. She has repeatedly told the Presidents to include governance in these decisions. What more can she do? She asked us what she can do to encourage campus presidents to comply. It was suggested that SUNY forms be modified to require a sign off by the CGL prior to submission, or perhaps that they be accompanied by a letter from the CGL.

2. As mandated by the SUNY-2020 legislation, the University Centers have increased student enrollment, with the consequence that campus infrastructures are overburdened. Classroom availability is compromised; waitlists have increased; students are inconvenienced and, in some cases, unable to take the classes necessary to graduate in 4 years. The solution requires the immediate infusion of monies not only for critical maintenance, but also for capital construction for new classroom space. Will SUNY demand that the governor include in his budget sufficient funds to carry out SUNY's mission?

The Chancellor stated by stating what went wrong. A 5 year capital plan became a 10 year plan (with no change in funding), and then became a zero-year plan. The goal is a 5 year plan. There is strong competition for capital funds - all over NY state bridges, roads, and tunnels are decaying - it's not just SUNY infrastructure. Staying with our commitment to excellence, SUNY campuses must demand a share of capital funds

University Colleges: Asked to invite the chancellor and the provost to a special meeting with sector senators to talk about how the sector can support SUNY goals. This would help the system by providing faculty leadership and buy-in on a bigger scale to help SUNY.

1. With regards to the EXCELS process, we understand the importance of the initiative, unfortunately some of them, such as Start-UP NY, stops us in the comprehensive sector from high-impact engagement. How can we work together to have a conversation about more workable metrics for our sector in the future?

Chancellor Zimpher responded by putting up the matrix PowerPoint slide and commented that we started with over 200 items and maybe 17 is too few. The process was intended to have a great deal of adaptability. She suggested that we have the 17 presidents and 17 senators gather to address what we would prefer to see within the matrix. It is the first of a decade of experiments. At the system, we ask for the president and the provost because they do not always communicate. Communication is a big problem.

2. We're concerned that there may be a culture of competition within and between sectors in dealing with distance education. What can we do to make sure we're not competing with each other and are more collaborative?
Response: We need to be more collaborative and less competitive. The white papers were very collaborative. One

included all of the University Centers. With regard to Open SUNY we are in version 1.0. Version 2.0 needs to include revenue sharing.

Health Sciences

1. Please update the Sector on the current Board of Trustees plan for health science center / hospital governance?
2. The idea of divorcing hospitals from universities has losing currency. Please share your current thinking on this for our SUNY hospitals.

Technology

1. We understand the importance of collecting information about students, and that the Student Diversity survey will help provide that information. However, the current survey has many serious issues (privacy, protected class information being used on our campuses and forwarded to system with the students name and their id number) and many of our registrars are not prepared to put this survey in place. How can we move forward with this survey in a timely manner, safely, and in a way that information can support our improving diversity programs?

“We know what we want but we’re not allowed to count it and we can’t say it unless they tell us we can say it. I was at a meeting where Glenn Singleton was talking about how to talk about diversity...I acknowledge all the hurdles. We gave the issue of self identification a lot of attention. We have aggressive champion on BOT, we polled other systems, we found places that ask for declaration before admissions, and it worried us because admissions bias may show...cal state.

So we came upon idea of student survey as a multifaceted way of self identification as a way of saying this campus has a lot of people who are representative of a group...are diverse students getting the care they need? So without names we can look at pockets of diversity.

Double edged sword: we had a debate about whether people want to self identify...it is complicated. I feel we arrived at a responsible and pleasing-to-the-BOT-advocate solution.

Once we see the survey action we can work with it. There will be compliance issues for this semester, registrars etc. These are unfunded mandates...but we have to address huge social issues with integrity and some protection. We welcome your advice.”

2. When SUNY speaks about diversity it seems we are still uncomfortable talking about our LGTBQAI members. For example we often cite the number of Black and Female university presidents, yet we do not speak about our LGTBQAI members. When promoting diversity in the SUNY system, how can you ensure that our LGTBQAI community is openly included in all conversations about diversity?

Our definition of diversity is comprehensive and I’m proud of it and the diversity task force. We’ve been talking about self-declared presidents and I’m happy to do that and to continue to do that, and to recruit in that direction. I’ve done 46 searches in 6 years...every search committee hears from me on diversity.

Special/Statutory: The sector, Specialized and Statutory Colleges has quite varied Colleges within it. In our sector meeting and in our conversation reports about our Colleges we identified a number of evolving and new faculty positions: tenure track, research professor, senior research associate, lecturer, senior lecturer, adjuncts. Are there System visions and goals regarding these evolving and varied faculty positions? “Regarding the New York State College of Ceramics, we are still engaged in the issues. We will not sign an MOU (Memorandum of Understanding) that we do not support. There will be a leadership position changing there in the near future.”

CGLs: Because we know that you value shared governance and in the spirit of shared governance and transparency we ask the following: Can you please share with us who is reviewing the Performance Investment Plans and the criteria that they are using to review the proposals? “Have just seen an email to 15 people about 211 proposals received, mostly on time.”

RESOLUTIONS:

Academic Freedom (Passed without dissent)

The SUNY Faculty Senate urges each SUNY campus governance organization(s) to have an open discussion on the Academic Freedom during the 2015-2016 academic year. The governance on SUNY campuses are urged to perform a comprehensive review of all campus documents to determine that any statements on academic freedom are consonant with precepts of academic freedom and consistent with action items

Requesting Modification of Family Medical Leave Policy (Passed)

University Faculty Senate (UFS) requests that SUNY System Administration, in the next round of contract negotiations, work with union representatives to address the implementation of FML in a system-wide and uniform way and to advocate for paid FML that promotes retention of valuable employees and increases employee morale while addressing issues of equity. Specific items might include, but are not limited to (a) changing the language in the current NYS-UUP Contract4 /SUNY Board of Trustees Policies to eliminate the requirements for extensions of the timeline for continuing appointment and adopt a “stop the tenure clock” policy for FML that does not compromise our employees professionally by requiring them to step out of rank or financially by forcing them to accept reduced pay or part-time assignments; and (b) amending the BOT Policies on “Title F Other Leaves” to remove language that presents childcare leaves as unpaid leaves, in keeping with the intent of FML.

UFS senators and Campus Governance Leaders are urged to advocate for support of this resolution on their campuses in order to express to SUNY, UUP, and the State of New York’s Chief Executive that appropriate FML policies and their implementation are important to a broad number of campuses and should be of high priority in the next round of NYS-UUP contract negotiations.

Changes to the Policies of the Board of Trustees with respect to Officers of the UFS (Passed)

The University Faculty Senate recommends to the Board of Trustees that its Policies be amended to have the Vice-President/Secretary relinquish the position of Senator upon assuming the office of Vice-President/Secretary, and Be it further resolved that to so effectuate, the Senate recommends to the Board of Trustees that Article VII, Title C of the Policies of the Board of Trustees be amended as indicated, and that effective upon approval by the Board of Trustees the same changes are made to Article III, Section A of the University Faculty Senate Bylaws.

More information about the plenary can be found at www.system.suny.edu/facultysenate



ACCESS	COMPLETION	SUCCESS	INQUIRY	ENGAGEMENT
<ul style="list-style-type: none">1. Full Enrollment Picture2. NYS Residents Served by SUNY3. Diversity*4. Capacity - programs and courses	<ul style="list-style-type: none">5. Completions6. Student Achievement / Success (SAM)7. Graduation Rates8. Time to Degree	<ul style="list-style-type: none">9. SUNY Advantage (Applied Learning, Multi-Cultural Experiences, Student Supports)10. Financial Literacy	<ul style="list-style-type: none">11. Total Sponsored Activity12. Courses in SIRIS that include hands-on research, entrepreneurship, etc.13. Scholarship, Discovery and Innovation	<ul style="list-style-type: none">14. START-UP New York and beyond (businesses started / jobs created)15. Alumni / Philanthropic Support16. Civic & Community Engagement17. Economic Impact

A background image showing a close-up of a document with a ruler and a pen, suggesting a focus on data, measurement, and progress.