Report on the University Faculty Senate
Winter 2015 Plenary Meeting
Farmindale State College
23-24 January 2015

The University Faculty Senate meets three times each year in Plenary Session, at various SUNY campuses. The winter 2015 meeting brought the Senate to SUNY Farmingdale. In Plenary Session the Senate normally hears the President's Report, listens to presentations from members of the SUNY Administration, has a dialog with the Chancellor, receives committee reports, and votes on various resolutions. Because of its timing, this meeting focused in large part on the Governor's budget request.

The Governor postponed his State of the State speech and his budget presentation due to the death of his father, Mario Cuomo. Consequently the Chancellor postponed her State of SUNY address until Friday Jan 23. Heroically, Pete Kneupfer, President of the Senate, was present in Farmindale on Thursday afternoon for the Execultive Committee meeting, attended the the State of SUNY address on Friday morning, and was back in Farmindale about 3PM Friday. The Chancellor drove up about half an hour later.

The Budget Requests

The highlight (or lowlight) of the meeting was the Governor's budget request. For the first time in years the SUNY request, from the Board of Trustees, requested new funds. In particular, the SUNY request included \$131.4M to offset two years of the salary increases negotiated with and agreed to by the Governor's office. The Governor's office was not happy to see this item, and pronounced it "dead on arrival" (the Governor interprets SUNY 2020 as requiring only constant funding in 2011 dollars, not a true "maintenance of effort"). Items in the request that survived into the Governor's request include:

- \$50M for a Master Innovator Fund, designed to attract superstar researchers. This pool of money is for startup costs and equipment, rather than salaries.

- \$30M for a loan to support Open SUNY, to be repaid from tuition from increased enrollments.

- \$200M for critical maintenance funding. This is 25% of the SUNY request. There is an additional \$19M directed towards Stony Brook.

- \$55M to provide full funding for a School of Pharmacy at Binghamton.

- an increase of \$18M in direct state operating support. There is a decrease of \$18M in state support to the SUNY hospitals elsewhere in the budget.

- a reduction of \$7.6M in state support that had been added to the 2014/15 budget.

- among the programs cut (again) are EOP and the SBU Marine Animal Laboratory.

Other comments on the budget:

- The true costs of the LICH affair are still undetermined. There is a possibility the SUNY will still have to repay $140.5M (an amount that is exceeded by the operating losses at LICH since the decision was made to close!)

- $141K will be repurposed from the Seamless Education, Energy Smart, and Healthier NY programs and put into Charter Schools.

Perhaps the most interesting developments were that:

- The Governor's request mandates that experiental learning be a requirement for graduation with a SUNY degree. The Senate believes that the definition of degree requirements is in the purview of the faculty, not the Governor, and that

- the Governor intends to withhold 10% of the SUNY funding from the campuses until they submit their performance plans, mandated under SUNY Excels. The implication is that starting next year funding will be withheld until performance goals are reached.

Three resolutions (see attachments) were adopted. These are:

- A resolution urging SUNY to provide incentives to motivate graduate students to write research grants to external funding agencies.

- A resolution in support of a resolution from the SUNY Student Assembly in support of President Obama's "8 Keys to Veteran's Success" initiative.

- A resolution in support of the SUNY Board of Trustee's budget request.

A fourth resolution, urging SUNY to develop a Public Statement of Ethical Values, was tabled and sent back to committee for revisions.

Administrative Reports

The Senate heard video reports from

- Johanna Duncan-Poitier, Senior Vice-Chancellor for Community Colleges and the Education Pipeline, reported on the Educational Pipeline

- Carey Hatch, Associate Provost for Library and Information Services, reported on the Elsevier contract and Open Source publishing. The Elsevier contract will cost some $45M over 5 years. SUNY has committed to pay $2.5M towards this; 74.5% of the cost will be borne by the University Centers. The impact will be on the loss of less widely used collections. Elsevier is not the only villain; there are other predatory publishers in what is rapidly becoming a de-facto monopoly. The current library models

are unsustainable; SUNY librarians are considering ways to implement Open Source publishing. But the faculty too will need to change; we cannot complain about the costs of these journals if these are the only journals we are willing to publish in, or to consider in promotion and tenure decisions.

- Carlos Medina, Chief Diversity Officer and Senior Associate Vice Chancellor for Diversity, Equity, and Inclusion, presented a Diversity Update.

- Eileen G. McLouglin, Vice Chancellor for Finance and Chief Financial Officer, reviewed the Governor's budget request.

Chancellor Zimpher arrived late in the day. One of the highlights of the Senate meetings are the Sector Reports, wherein each of the Sectors (the University Centers, Comprehensive Colleges, Technical Colleges, Specialized Campuses, the Hospitals, and the Campus Governance Leaders) prepares a report outlining their concerns for the Chancellor. She responds to these concerns prior to presenting her prepared remarks.

The Sector Concerns relevant to Stony Brook include:

- Libraries: Open access and Open Data

- TAP: the Stony Brook audit and implications for other campuses

- The Governor's mandate for experiential learning as a degree requirement and politicization of the curriculum

- Politicization of the peer-review system in the NSF and other federal agencies; can the Chancellor as spokesperson for the country's largest public higher educational system speak up for scientific integrity?

In her prepared remarks, the Chancellor noted that the implications for the Governor's budget are not fully understood. She stated that the Governor thinks he's helping SUNY. The Community Colleges fared far worse than SUNY did, and there is clearly little respect in the Governor's office for public school K-12 teachers.

The Chancellor was followed by a report from Alex Cartwright.

The President's report focused on

- SUNY Excels. Campuses must provide their assessment plans this year. Adherence to these plans will affect future SUNY funding.

- The SUNY Policy on Sexual Violence is now state policy.

- LICH has been sold, but the story continues. The Stony Brook/Southampton affiliation has learned from the LICH affair, and has approved by the Board of Trustees.

- The SUNY Diversity Task Force is active.

- Teach-NY, a joint SUNY-State Department of Education initiative, is discussing best practices and policies. New tests have reduced passing rates. There is some consternation at the Dept. of Ed's decision to release campus-by-campus results.

- The Budget (see above).

- There are new presidents in the SUNY system at Cobleskill, Geneseo, and SUNY Poly.

- The Executive Committees of the SUNY Faculty Senate, the Faculty Council of Community Colleges, and the CUNY Faculty Senate have reached consensus on a statement regarding the faculty role in the curriculum. This will be brought to the Senate at the Spring Plenary.

Saturday morning featured reports from Tina Good, President of the Faculty Council of Community Colleges, Lori Mould, President of the SUNY Student Assembly, and Terry Martell, Chair of the CUNY Faculty Senate (which has a new President who seems open to the concept of shared governance).

Committee reports are attached to this report.

Other Business

The Nominating Committee requests nominations for the position of President of the SUNY Faculty Senate.

The Committee on Diversity and Cultural Competance has a "Diverity Counts Survey" directed towards Chief Diversity Officers and Affirmative Action Officers. All such officers should have received the surveys, and are encouraged to answer it.

The 2nd SUNY Voices Conference on Shared Governance will be help at Onondaga Community College in Syracuse on 20-21 March. Keynote speakers will be Susan Resnick Pierce (President Emerita, University of Puget Sound) and Stephen C. Bahls (President, Augustana College). Both have authored books on Shared Governance. Anyone interested in submitting a paper for the conference is encourged to do so. Abstracts are due by 2 February 2015 on the SUNY website.

The next Winter Plenary is scheduled to meet at Stony Brook in Janary 2016.

Submitted this 30th day of January, 2015
Frederick M Walter
SUNY Faculty Senator
University Center Sector Chief

University Faculty Senate
Graduate & Research Committee
169th Plenary
Farmingdale State College
January 24, 2015

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

Whereas, there are limited external funding sources for STEM graduate student research, and

Whereas, the SUNY Research Foundation has established a pool of money to support STEM research, and

Whereas, the reputation of SUNY graduate programs would be enhanced by successful STEM graduate student research grants, and

Whereas, STEM graduate student career success will be improved by the ability to write competitive grant applications, and

Whereas, it has been demonstrated on a number of campuses that incentives are one important means to increase the number and quality of faculty grant applications, and

Resolution:

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.

Background for Graduate Student Resolution

SUNY seeks to attract the best and brightest graduate students.

New York State wishes to retain talent and for our graduate students to find employment in New York State after the completion of their studies.

A 2014 study carried out by the University Faculty Senate Graduate and Research Committee found that the reputation of the program, the faculty, and the SUNY campus are important to all graduate students. One way that the reputations of each can be strengthened is if more SUNY graduate students in STEM fields can be recipients of federal research grants such as from NSF and NIH.

A 2015 study carried out by the University Faculty Senate Graduate and Research Committee found that graduate deans and alumni believe that incentives for grant writing are important for supporting our STEM programs on our campuses.

Urging the Research Foundation to develop a pilot program that will incentivize competitive student grant proposals will help both SUNY and New York State to reach the above-stated goals.

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

SUBMITTED BY: SUNY University Faculty Senate Student Life Committee

Whereas, there is an increasing number of veterans and their dependents and family members attending Colleges and Universities[1]; and

Whereas, veterans and their dependents/family members have been identified as a student group that may face unique challenges upon arrival to campus; and

Whereas, the number of beneficiaries of federal veterans educational support programs exceeded 35,000 in New York state in fiscal year 2013[2]; and

Whereas, on 10 August 2013, U.S. President Obama, during a speech at the Disabled American Veterans Conference[3], presented the "8 Keys to Veterans' Success", a voluntary initiative supported by the U.S. Departments of Education, Veterans Affairs, and Defense[4] (Appendix); and

Whereas, on 20 October 2014, the General Assembly of the Student Assembly of the State University of New York passed the 8 Keys to Veteran's Success resolution 1415-36 to encourage more SUNY campuses to participate by signing this voluntary initiative[5]; and

Whereas, it has been demonstrated on campuses that have adopted the 8 Keys to Veteran's Success, that student veteran's assimilation into the College community has been enhanced; and

Whereas, as of 6 January 2015, one thousand three hundred and seventy five (1,375) Colleges and Universities Nationwide have committed to the 8 Keys to Veteran's Success, of those only sixteen (16) are State University of New York institutions; therefore

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.

[1] http://www.va.gov/vetdata/docs/quickfacts/Education_Beneficiaries.pdf

[2] http://www.benefits.va.gov/REPORTS/abr/ABR-Education-FY13-09262014.pdf

[3] http://www.whitehouse.gov/the-press-office/2013/08/10/remarks-first-lady-and-president-disabled-american-veterans-convention

[4] http://www.ed.gov/veterans-and-military-families/8-keys-success-sites

[5] http://www.sunysa.org/wp-content/uploads/SUNYSA-Resolution-1415-36-Military-Success.pdf

Appendix:

The 8 Keys to Veterans' Success
1. Create a culture of trust and connectedness across the campus community to promote well-being and success for veterans.
2. Ensure consistent and sustained support from campus leadership.
3. Implement an early alert system to ensure all veterans receive academic, career, and financial advice before challenges become overwhelming.
4. Coordinate and centralize campus efforts for all veterans, together with the creation of a designated space for them (even if limited in size).
5. Collaborate with local communities and organizations, including government agencies, to align and coordinate various services for veterans.
6. Utilize a uniform set of data tools to collect and track information on veterans, including demographics, retention, and degree completion.
7. Provide comprehensive professional development for faculty and staff on issues and challenges unique to veterans.
8. Develop systems that ensure sustainability of effective practices for veterans.

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

Submitted by: the Executive Committee

January 23, 2015

Whereas, the State University of New York has demonstrated itself to be an excellent steward of state construction funding over the past five years, and

Whereas, the State University of New York has used the investments provided by NY SUNY2020 wisely and well, by developing a large number of new academic programs in high-needs areas, and

Whereas, the State University of New York has created a comprehensive performance based assessment system that allows for each campus to determine its areas of focused improvement, and

Whereas, the State University of New York has initiated Open SUNY, an integrated system of distance education that allows for campus program initiatives and faculty authority over the curriculum, and

Whereas, the SUNY Board of Trustees has submitted a budget request for 2015-16 that would increase State funding to SUNY to cover mandated and inflationary costs and establish two new funds: a $50 million-per-year Master Innovator program and a $50 million-per-year Innovation Fund, each for five years;

Therefore, Be It Resolved,

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 the UFS urges faculty and staff colleagues to advocate for SUNY on behalf of this budget request

SUNY UNIVERSITY FACULTY SENATE

Committee Reports

Winter Plenary Meeting

Farmingdale State College

January 22-24, 2015

Diversity and Cultural Competence Committee
Report Date: January 16, 2015
Presented at: Winter 2015 UFS Plenary

Charge: *The Committee on Diversity and Cultural Competence will concern itself with issues pertaining to equity, inclusiveness and access, as they are reflected in the curriculum, student body, and personnel of the State University. Among the activities of this committee will be collecting and disseminating information, organizing periodic meetings and workshops, and providing guidance and recommendations to the senate so that it may act with the best intentions of all people in mind.*

2014-15 Committee Members:
> Chair: Noelle Chaddock, SUNY Cortland
> Timothy Gerken, Morrisville State College
> Beth Hinderliter, Buffalo State College
> Sunil Labroo, Oneonta State College
> Lauren Liberman, SUNY Brockport
> Gloria Lopez, System Affirmative Action Officer
> Carlos Medina, System Chief Diversity Officer
> Jeany Melendez, Student Assembly
> Cathy Parker, SUNY Albany
> Nand Relan, SUNY Stony Brook
> Gloria Viboud, SUNY Stony Brook
> Carl Wiezalis, Emeritus
> Miriam Vincent, Downstate
> Aimee Woznick, Empire State College
> Ruhan Zaho, SUNY Brockport
> Jie Zhang, SUNY Brockport

Committee Goals for 2014-15:

- o The Diversity Survey will go live on January 22, 2015 (thank you Carol). This will be announced to the senate body during committee reports. An electronic follow up will be sent out two weeks later. The instrument is due on February 23, 2015. Thank you again to Gloria Lopez, Phil Ortiz, and Carol Donato for helping to finalize many years of committee work.
- o The committee is in the final stages of planning a UFS Executive Committee and CDCC diversity training. Pete will bring a final proposal from CDCC to the Executive Committee. If anyone has committee members they would be interested in having included, please let Pete or myself know so that we can figure that into our logistics and cost. We cannot guarantee all that are interested will be included, but we will try to accommodate such requests.
- o The committee is continuing its work to establish an articulation of the scope of system-wide and local need around marginalized populations who would benefit from the consideration and resources of the CDCC including but not limited to: lgbtq, veterans, international students/faculty/staff, racial and ethnic minorities, differently abled, and non-majority faith and non-faith identities. These populations will be integrated into the ongoing conversations and initiatives of the committee.

- The committee will be developing a plan for a spring follow up with the senate body on the status of the Making Diversity Count recommendations on their campuses.
- Dr. Noelle Chaddock now sits on the SUNY System Diversity Task Force and is the chair of the climate committee.

Committee meeting dates (include type of meeting):

- The committee is having monthly telephone conference calls which started on November 3rd.
- The committee hopes to have one face to face meeting preceding the diversity training in Spring 2015.

Committee accomplishments since previous UFS Plenary:

- The first ever System Office of Diversity Equity and Inclusion and University Faculty Senate co-hosted/co-funded diversity conference *Making Diversity Count: Ensuring Equity, Inclusion, Access and Impact* had 300 people in attendance. The Chairman and Chancellor were well received. The Chairman's relation of his lived experience with issues of cultural competence was incredibly impactful. Kerry Ann Rockquemore, Darryl Smith, and Drew Khan really resonated with the audience. The Cortland Choir was amazing. ODEI and UFS are interested in continuing this collaboration and are thinking about the realities around frequency, funding and sustainability.
- The resolution *Requesting All State University of New York Campuses Offering Athletics Create Programs to Support Lesbian, Gay, Bisexual, Transgender Athletes, Coaches, and Staff and to Prevent Anti-LGBT Bias and Discrimination in Athletics* was passed (Thank you Timothy Gerken)

Anticipated upcoming actions/accomplishments:

- Arising from the conversation during deliberations on the above-referenced resolution, Pete Knuepfer will be proposing an Ad Hoc Committee to the executive committee to look at LGBTQA matters in the system. This committee would be led by Timothy Gerken and will report directly to Pete. Noelle will serve on this committee and act as a liaison to the CDCC.
- CDCC committee members Beth/Sunil/Carlos/Noelle will discuss the next steps to creating a shape around investigating data/practices/realities of Asian/Asian American (and all that category encompasses) in SUNY. The primary concern is that the conflation of Asian/So. Asian/Pacific Islanders/Mixed Race Asian/International Asian/Domestic Asian (not exhaustive) populations does not give the system and campuses accurate snap shots of lived experiences/retention and success.

Committee On Ethics and Institutional Integrity
Report Date: January 23, 2015
Presented at: Winter 2015 Farmingdale State College

Charge: The committee will study and make recommendations to the SUNY University Faculty Senate President regarding issues of professional behavior, ethical conduct and institutional integrity as they relate to faculty, students, administrators and other personnel in SUNY and higher education. The committee will gather information and serve as a resource for the Senate and the University.

The Committee will not serve as a disciplinary body nor will it take part in judicial proceedings.

The Committee's area of activity and interest will be quite broad and will include but not be limited to the following areas as they pertain to the State University of New York:

Curriculum, Academic honesty, Research, scholarship and creative activity, Instructional, institutional and operational policies and practices, Personal integrity, Electronic communication, Confidentiality, Use of university resources, Conflicts of interest and commitment, Financial transactions, Impact on the environment, Hiring and admissions practices

Committee members: Rochelle Mozlin—Chair, Chuck Moran, Pamela Wolfskill, Joshua Altemoos, Robert Olick, Charlie Phipps, Sharon Boyce, Julee Miller, Kathleen Powderly, Bill Robins, Joe Marren, Reneta Barneva, Camilio Rojas , Andrew Fitz-Gibbon

Committee Goals

1. Develop guiding principles document expressing commitment to the development of an ethical framework for SUNY.
2. Survey of academic ethics activities across the campuses.
3. Bullying Hazing document in collaboration with Student Life Committee
4. Academic freedom document in collaboration with Governance Committee
5. Academic integrity education/policy, possible project in collaboration with Student Assembly.
6. Development of Electronic Privacy policy in collaboration with System and SUNY Counsel

Meetings: Conference calls December 12 and 15, 2015

Update on activities/goals

1. Resolution on SUNY's Need for a Public Statement of Ethical Values—
   a. SUNY has demonstrated significant commitment to ethical values—5 core values of the Power of SUNY, RF Statement on Research Ethics, SUNY Policies of Sexual Violence; however the University does not have an "umbrella" public statement of ethical values.
   b. Such a statement would strengthen SUNY's commitment to ethical values from all members of the SUNY community.
   c. The resolution requests that the Chancellor begin a collaborative process to develop such a statement.
2. Survey of academic ethics activities across the system:

      a. Responses from 11 campuses: Fredonia, Potsdam, Optom, Canton, Morrisville, Brockport, Upstate, New Paltz, Geneseo, Maritime, IT.

      b. Everyone else owes me! Please complete the survey while you are here.

      c. http://fs9.formsite.com/zetadonut/form53/index.html

3. Bullying Hazing document is being reviewed and we will focus on working with Student Life Committee

4. Academic freedom document is being reviewed and we will focus on working with Governance Committee.

      a. FCCC has adopted a white paper on Academic Freedom and an accompanying resolution. These will be reviewed and considered.

      b. Presentation of a document for the spring plenary.

5. Development of electronic privacy policy will be moved up on the list of priorities, with hope of having a draft policy for the spring plenary.

Requests to UFS Senators from committee: Please respond to Survey on Academic Ethics Initiatives directly while you are at this meeting. **Do not pass the survey onto another individual.**

Anticipated upcoming actions/accomplishments: Complete the Academic Freedom document, begin to develop policy on electronic privacy.

Governance Committee
Date: January 14, 2015
Presented at: Winter 2015 UFS Plenary

Committee Charge: The Committee shall concern itself with University-wide governance and shall provide guidance on matters of campus governance. The Committee shall interact with local governance leaders of the University.

Committee members: Chair, Peggy A. De Cooke - Purchase College; Phillipe Abraham - University at Albany; Dale Avers – Upstate Medical; Bryant Barksdale- SUNY Student Assembly; John Beckem - Empire State College; Ross Borden – Cortland; Justin Giordano-Empire State College; Norman Goodman - Stony Brook University; Fred Hildebrand - System Administration Liaison; Mark Meirowitz - SUNY Maritime; Wendy Ravitz – System Administration; Daniel Ryan – University at Buffalo; Daniel Smith – SUNY Polytechnic; Ron Sarner-SUNY IT; Julia Shaw – Empire State College; Nina Tamrowski - Onondaga Community College; Jeffrey Walkuski - Cortland

Committee Goals for 2014-15:

1. To finalize a resolution concerning the timely presentation of resolutions to the Executive Committee for evaluation and inclusion on the UFS agenda.
2. To examine the basic tenants of academic freedom with the goal of expanding the scope of a committee document drafted last year (e.g., what is/is not academic freedom, the freedom to speak on governance issues, separation of roles – that of private citizen versus that of University employee). The committee will work with past Governance Committee Chair S. Mozlin.
3. To address the role of contingent faculty in shared governance, and provide guidance to campuses on constitution of fair service (e.g., whether and how contingent faculty should be afforded the option to give their time in governance service) and level of involvement in campus governance (e.g., within programs or departments or at the institutional level, how votes should be counted).
4. To respond to concerns raised on several campuses about the role of faculty consultation in administrative searches (excluding Presidents

Committee Meeting Dates:

1/2015: Committee Meeting (Electronic) (ongoing, with committee work groups)

02/2015:	Committee Meeting (Electronic) (TBD)

03/2015:	Committee Meeting (face to face) (TBD)

04/2015:	Committee Meeting (Electronic) (TBD)

Committee Accomplishments since previous UFS Fall 2014 Plenary

The Committee set a very ambitious agenda at its fall planning meeting, with several initiatives that require substantive research. Research and discussion is ongoing, and the Committee looks forward to reporting concrete progress at the Spring Plenary.

Committee members Ron Sarner and Dan Smith have been addressing the issue of online Senate meetings and voting. Sarner's students have developed a proposed solution that the Committee will demo later this week. If all goes well, the procedure will be demonstrated for the Senate Executive Committee with a recommendation for adoption.

Requests to UFS Senators from the committee:

Nothing at this time.

Anticipated upcoming actions/accomplishments:

The committee has been developing a procedure for conducting online meetings and votes, and looks forward to presenting this procedure to the Executive Committee for consideration.

Graduate Academic Programs and Research Committee
Report Date: January 23, 2015
Presented at: Winter 2015 UFS Plenary Farmingdale State College

Charge:

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

2014-15 Committee Members:
    Chair: Rosalyn Rufer (SUNY Empire State College

David Allen, Maritime College; Jian Cao, Stony Brook; Martin Kaczocha, Stony Brook; Shishir Singh, Empire; Subrata Saha, Downstate; Li-Ru Zaho, Upstate; Taya Owens, System Admin; Justin Shanley, SUNY SA; Rebecca Marinoff, Optometry; Christopher Connor, U Buffalo; Shadi Sandvik; Joshua LaFave, Potsdam; Scott Goodman, Buffalo State; Kathleen Caggiano-Siino, RF

Committee Goals for 2014-15:

- 2015 Graduate Research Symposium February 11
    o Outreach to legislators
    o Work jointly with Undergraduate Committee to address how/whether event should be modified, evaluate effectiveness of program
- Feasibility of System-wide or multi-campus IRB
- Engaging graduate students to apply for NSF, NIH, and other fellowships; work with RF
- Engaging STEM graduates in New York State within one year after graduation.
- Grant writing handbook
- White Paper on how we teach our graduate students to teach

Committee meeting dates (include type of meeting):

1. September 18th – Fall planning meeting
2. October 6th 9:30AM phone meeting to update and share milestone table for above subcommittees and create report for UFS Plenary
3. January 5th – 12:00 noon phone meeting to update status of each subcommittee and create report for UFS Plenary
4. February 10th face to face meeting in Albany from 3-5:30 review current status of initiatives
5. April 6th noon – phone meeting to create report for UFS Plenary

Committee accomplishments since previous UFS Plenary:

Since the last plenary, we have been working closely with Carol to make the 2015 Graduate Research Symposium successful. Current status is that we have room for four submissions from each campus and that once we have all the names the committee will follow up with the respective legislatures.

Key committee members have joined the Research Foundation group that is looking at the need and feasibility of a system wide IRB. Next meeting is expected to happen in January 2015.

We have completed the study on how to attract STEM graduates within New York State. The summary of the report is attached at the end of this report. What it does tell us that we need to provide more on campus "engagement activities" for our STEM students on campus in order to attract more students to these disciplines. In addition, consistent with our last study, the webpage is the most important source of information for attracting students into our stem programs. The survey results also tell us that funding for assistantships and grants are an important way to engage stem students. This supports our resolution to provide additional funding in both these areas for STEM students. Lastly the other significant finding was that most students did find employment within one year after graduating; however internships and other collaborative relationships with industry partners help support our alumni in finding jobs within New York State.

We have sections of our grant writing book assigned and will share the chapters with each other on February 10th at our face to face meeting. It is expected that this endeavor will be completed during the 2015-2016 academic year.

Rebecca Marnioff has reached out to university centers to find out what they do to teach their graduate students to teach. However we require help from UFS Campus Governance leaders for more clarity on what is being done.

 Requests to UFS Senators from committee: Help for Rebecca on what is currently being done on campuses to teach our graduate students on how to teach in the classroom.

Anticipated upcoming actions/accomplishments:

Revised resolution to be presented to the UFS on creating programs to increase assistantships and incentives at each campus to support STEM enrollment and grants submittals.

Graduate Committee Report
Winter 2015
Appendix to report

Summary of study of how to better engage our STEM alumni in New York State.

    1)   Engaging Graduated Students in New York State – keeping the talent within New York State

Hypothesis: programs initiated at the campus will help to retain talent within NYS

Methodology: phase 1: survey graduate deans to identify what programs are currently in place at campuses; Phase 2: survey alumni to find out if they are employed in NYS and if they are employed in their field of study.

Results: We received responses from 18 graduate deans and 63 graduate alumni, most of whom (89%) received a masters degree. The small sample sizes precluded detailed statistical analyses of the data and therefore comparisons and trends will be discussed. Question order has been rearranged to permit comparisons between STEM and non-STEM results. Questions and results from the Deans survey are shown below and comparisons to the alumni survey are discussed.

Question 1: What do you believe are the most important and effective ways you recruit current New York State students into STEM graduate degree programs?

Descriptive Statistics

	N	Minimum	Maximum	Mean		Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Std. Error
Offering Graduate Assistantships	10	4.00	5.00	4.9000	.10000	.31623	−3.162	.687
Building informative websites that describe programs and opportunities	10	4.00	5.00	4.6000	.16330	.51640	−.484	.687
Undergraduate Campus Visits	10	2.00	5.00	3.9000	.34801	1.10050	−1.013	.687
Availability of Graduate Internships	9	2.00	5.00	3.8889	.30932	.92796	−.944	.717
Combined Degree Programs	9	2.00	5.00	3.7778	.27778	.83333	−1.166	.717
Open Houses	9	2.00	5.00	3.5556	.29397	.88192	−.214	.717
Publishing Graduate Student Salary/Stipend Rates, etc.	9	2.00	4.00	3.3333	.28868	.86603	−.825	.717
Graduate Fairs	10	1.00	4.00	3.3000	.33500	1.05935	−1.444	.687
Valid N (listwise)	8							

The deans believe that the best way to recruit students to STEM graduate programs is to offer graduate assistantships and to build informative websites that describe programs and opportunities. These responses are in agreement with the results of a recent survey of current SUNY graduate students that was conducted by this committee. Conversely, graduate fairs, publishing student salaries, and open houses were deemed least important. Similar responses were recorded for questions asking about recruiting New York State students into non-STEM programs as well as out of state students into STEM programs.

Question 2: Please indicate the effectiveness that you believe the following activities would have at your campus for increasing the number of STEM graduate students.
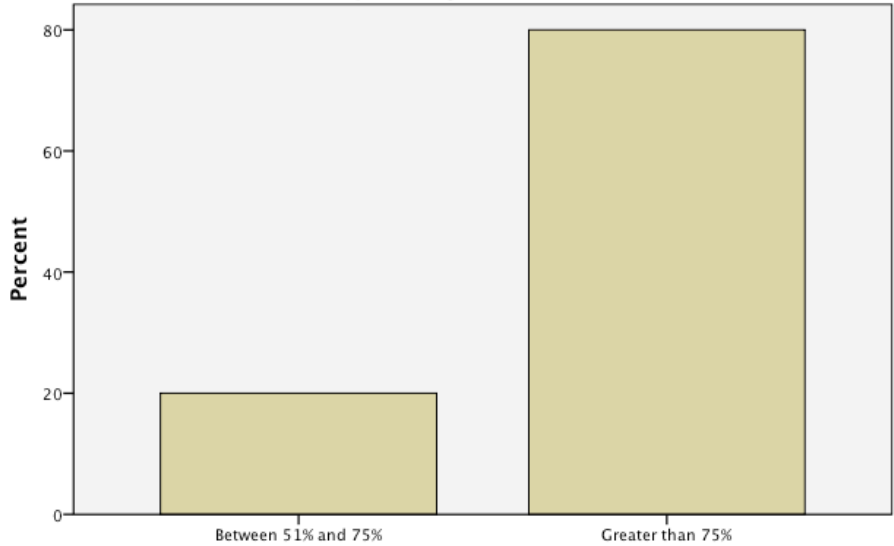
Descriptive Statistics

	N	Minimum	Maximum	Mean		Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Std. Error
Campus provided with funds to develop and implement faculty engagement activities	10	2.00	5.00	3.9000	.27689	.87560	-1.018	.687
Campus provided with funds to develop and implement student engagement activities	9	2.00	5.00	3.8889	.30932	.92796	-.944	.717
Experiential learning experiences as part of programmatic learning	9	2.00	5.00	3.7778	.32394	.97183	-.502	.717
Course buy-out to allow a faculty member(s) to act as Fellowship Champion and support student applications	8	1.00	5.00	2.8750	.47949	1.35620	.294	.752
Valid N (listwise)	8							

The deans suggest that developing and implementing faculty and student engagement activities would be most helpful in increasing the number of STEM graduate students.

Question 3a: To the best of your knowledge, approximately what percentage of your graduate STEM students obtain employment in their field of study within one year of graduation?

Question 3b: To the best of your knowledge, approximately what percentage of your graduate non-STEM graduate students obtain employment in their field of study within one year of graduation?

Non-STEM Graduate Students who Gain Employment within One Year
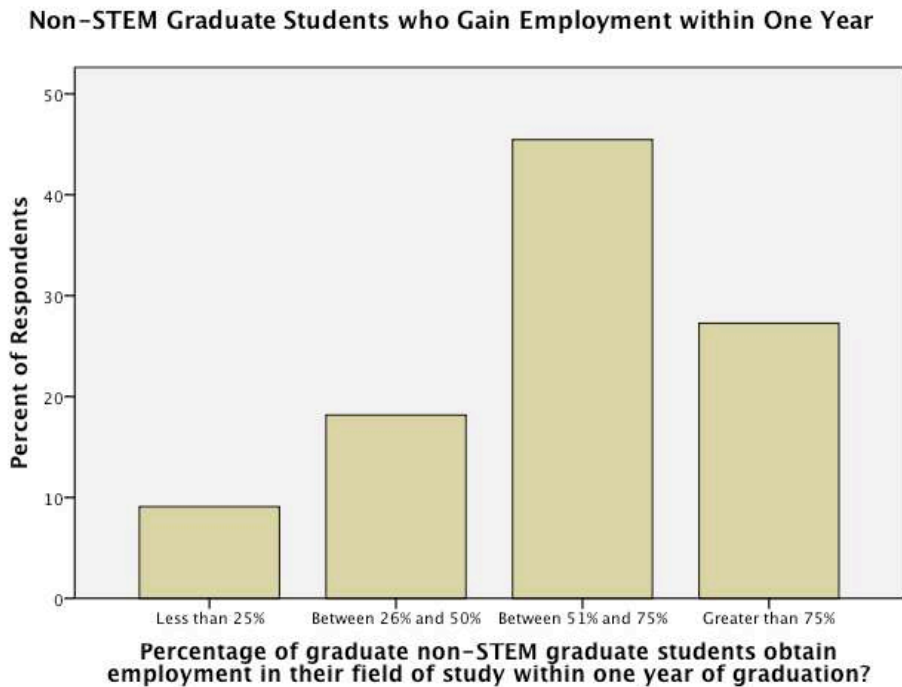

Comparing STEM and non-STEM, 8 out of 10 deans believe that more than 75% of STEM graduate students obtain employment within their field of study within one year of graduation. In contrast, only ~30% of the deans believe that greater than 75% of non-STEM graduate students obtain employment within their field of study. This is supported by the survey of graduate alumni with 69% percent indicating that they obtained employment in their field of study within one year and 31% stating that they had not.

Question 4a: Of the STEM graduate students who obtain employment in their field of study within one year, what percentage are staying within New York State?

STEM Graduate Students who find Employment in New York

Of the STEM graduate students who obtain employment in their field of study within one year, what percentage are staying within New York State?
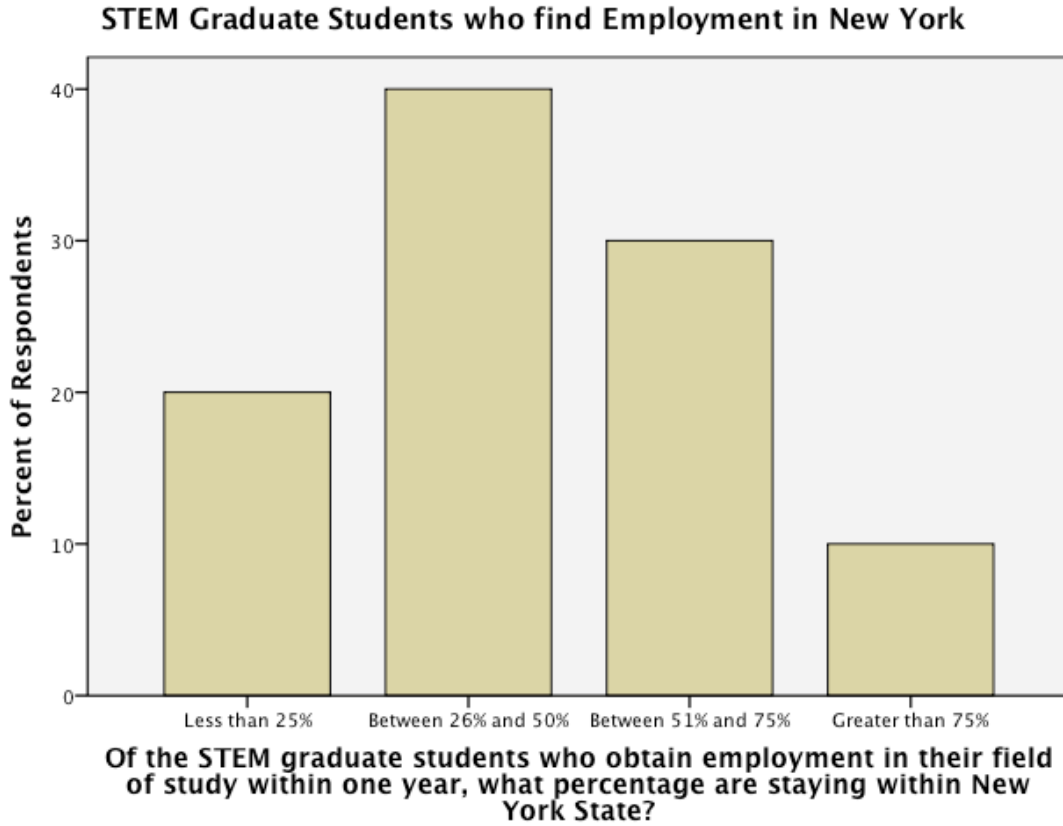
Question 4b: Of the non-STEM graduate students who obtain employment in their field of study within one year, what percentage are staying within New York State?

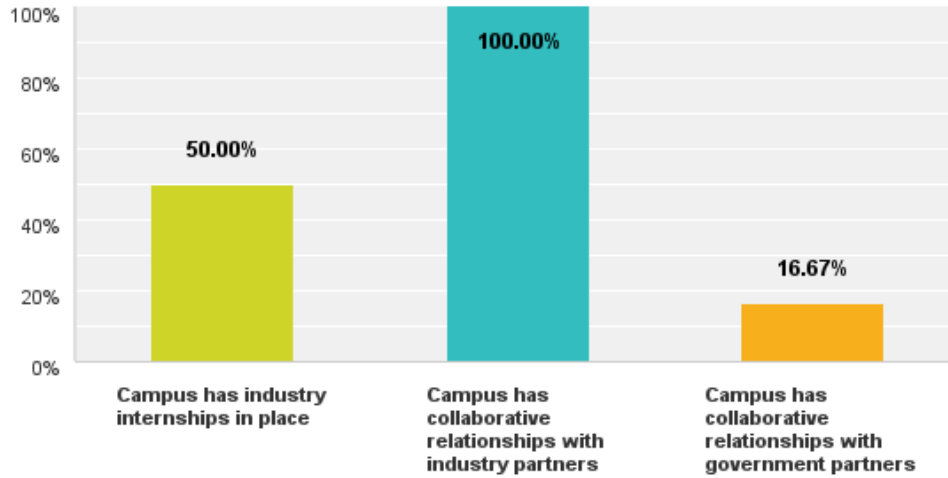**Non-STEM Graduate Students who obtain Employment in New York State within one Year**
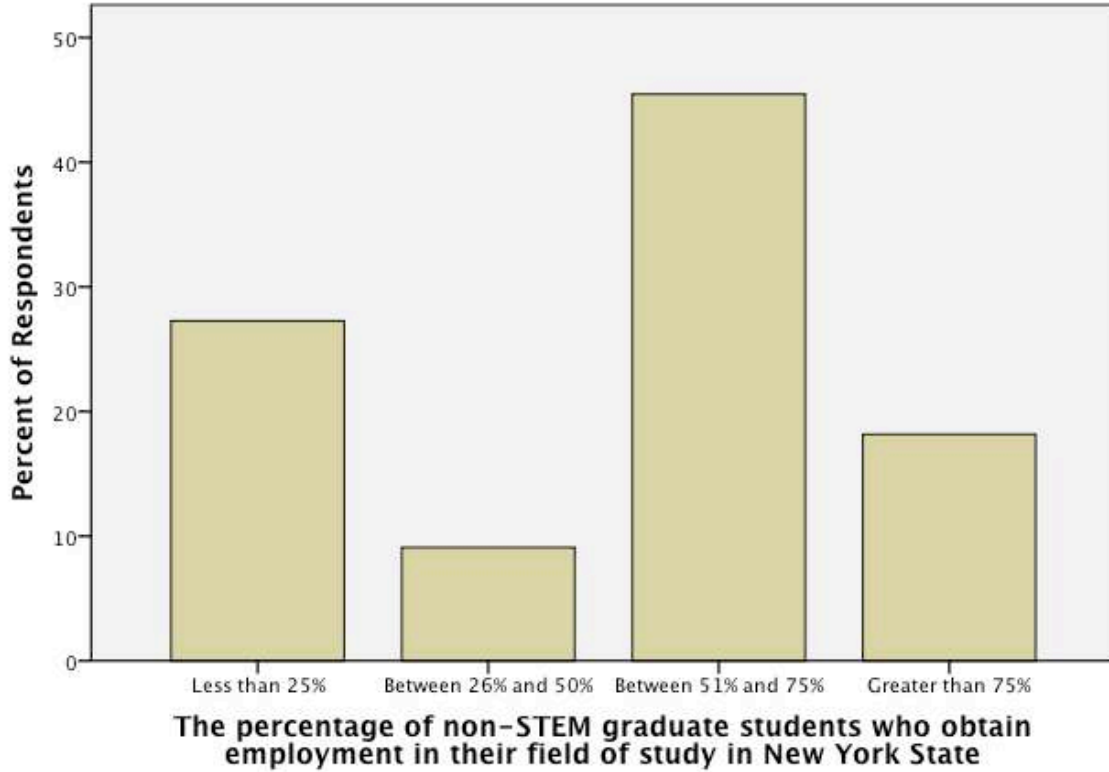
The deans felt that more non-STEM students found employment in New York State (approx. 60%) compared to STEM students (approx. 40%). Comparing these data to the results of question 3, wherein 80% of the Deans felt "greater than 75%" of the STEM students found employment within one year, this may suggest that the Deans feel that STEM is the best way to find employment; however, more such jobs may be available outside of New York State. Contrasting this notion, the survey of graduate alumni indicates that 79% obtained employment within New York State while 21% obtained employment outside of New York State.

Question 5a: Of those STEM graduates who gain employment within New York State, why do you believe students are staying? (Check all that apply)

Q7 Of those STEM graduates who gain employment within New York State, why do you believe students are staying? (Check all that apply)
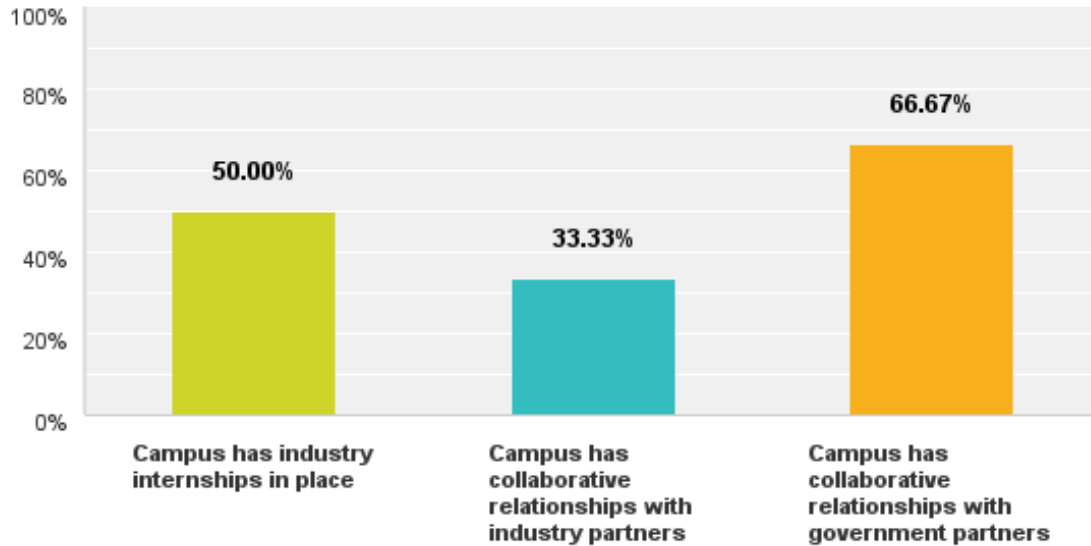
Answered: 6   Skipped: 12

Question 5b: Of those non-STEM graduates who gain employment within New York State, why do you believe students are staying? (Check all that apply)

Q14 Why non-STEM graduates who gain employment within New York State are Staying

Answered: 6   Skipped: 12

The deans felt that campus relationships with outside entities (e.g., industry internships or government partners) were important reasons why students stayed in New York State. For example, 100% of the deans felt that collaborations with industry were a major reason why STEM students stayed within New York State, compared to 33% for non-STEM. In contrast, 67% of deans believe that collaborations with government partners were a reason why non-STEM students were staying in New York State, compared to 17% for STEM students.

Question 6a: Which roles should SUNY as a whole, including the Research Foundation, play in recruiting all graduate students to your programs, providing opportunities and supports to enhance their educational development, and creating mechanisms that might lead to a larger fraction staying within the state? (Check all that apply)

Answered: 11   Skipped: 7
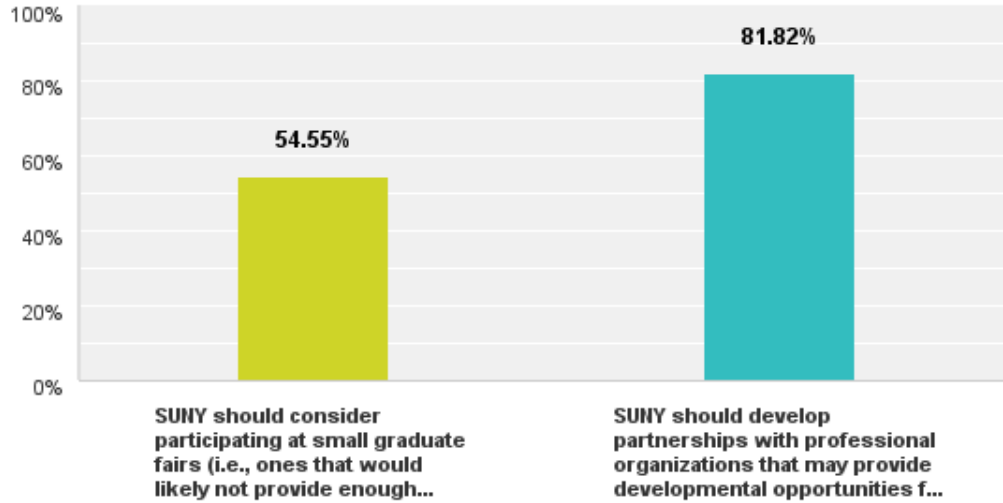
Question 6b: Which roles should SUNY as a whole, including the Research Foundation, play in recruiting your STEM graduate students to your programs, providing opportunities and supports to enhance their educational development, and creating mechanisms that might lead to a larger fraction staying within the state?

Q18 SUNY's Role in the Recruitment of STEM Graduate Students

Answered: 9   Skipped: 9

SUNY Grad. Fairs — 44.44%

SUNY Partnerships — 88.89%
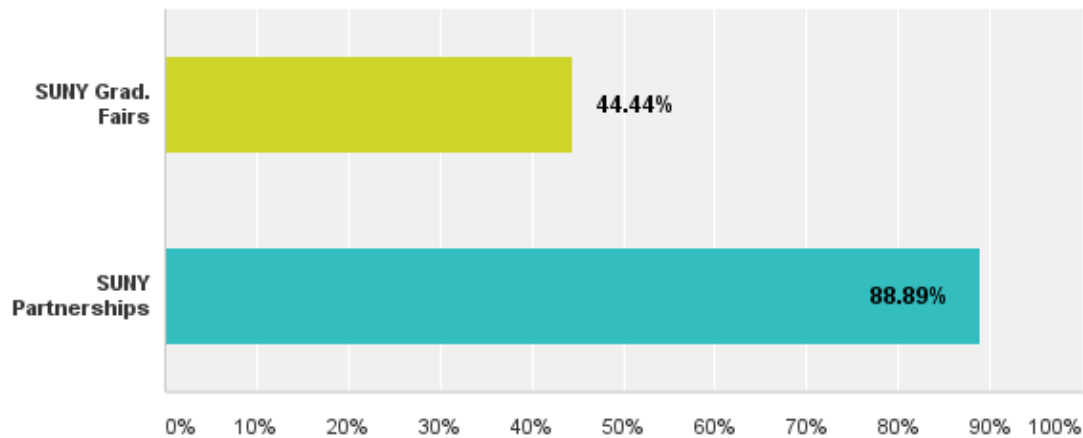
The deans overwhelmingly believe that the best way to recruit and retain students within New York State is for SUNY to develop partnerships with outside organizations that may provide developmental opportunities for graduate students (e.g., industry internships). Survey of the graduate alumni indicates that only 17% of alumni participated in such special initiatives while 83% did not. Furthermore, only 14% of alumni stated that initiatives were in place designed to help them find employment in New York State. Importantly, of the students who participated in such initiatives, 90% found employment within one year and for 70% of them that employment was within New York State.

Question 7a: What are the barriers graduate students face in applying to the National Science Foundation Graduate Research Fellowship (NSF GRFP), National Institute of Health Fellowship (NIH) and a National Defense Science & Engineering Graduate Research Fellowship (NDSEG)?

Descriptive Statistics

	N	Minimum	Maximum	Mean		Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Std. Error
Students do not know these programs exist	12	1.00	4.00	2.7500	.41056	1.42223	-.384	.637
Programs do not meet their criteria	12	1.00	4.00	2.6667	.37605	1.30268	-.439	.637
Insufficient resources in place to help students write successful applications	12	1.00	4.00	2.3333	.25624	.88763	.139	.637
Insufficient time to prepare competitive applications	12	1.00	4.00	2.2500	.25000	.86603	.441	.637
Valid N (listwise)	12							

Question 7b: What are the barriers faculty face in encouraging and supporting graduate student applications to the NSF, NIH, GRFP and NDSEG?

Descriptive Statistics

	N	Minimum	Maximum	Mean		Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Std. Error
Inability to commit sufficient time to help students write proposals	12	2.00	3.00	2.5000	.15076	.52223	.000	.637
Programs are only open to US citizens	12	1.00	3.00	1.8333	.24100	.83485	.354	.637
Do no know these programs exist	12	1.00	3.00	1.6667	.25624	.88763	.797	.637
Valid N (listwise)	12							

The deans believe that most students are unaware of fellowship programs while faculty lack the time required to help students prepare applications.

Question 8a: How do the potential program activities listed above address the graduate student or faculty barriers that you identified in the first two questions in this section [i.e., "What are the barriers graduate students face in applying to the NSF, NIH, GRFP and a NDSEG?" and "What are the barriers faculty face in encouraging and supporting graduate student applications to the NSF, NIH, GRFP and NDSEG?"]? How can they be improved?
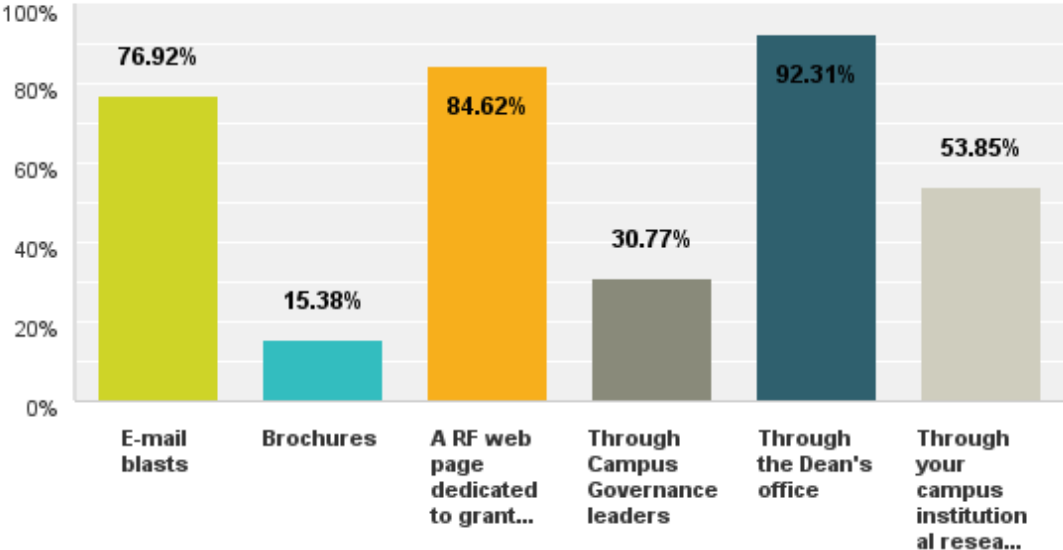
Descriptive Statistics

	N	Minimum	Maximum	Mean		Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Std. Error
Provide workshops for students for grant writing	11	2.00	4.00	3.2727	.27273	.90453	-.647	.661
Provide funding for grant applications not awarded by the national agencies	11	2.00	4.00	2.8182	.22636	.75076	.329	.661
Provide faculty release time for working with students as they develop their grant proposals	11	1.00	4.00	2.7273	.33278	1.10371	-.437	.661
Provide IRB training for both faculty and students involved in human subject research	11	1.00	2.00	1.1818	.12197	.40452	1.923	.661
Valid N (listwise)	11							

Question 8b: How should the activities be marketed to increase awareness of the availability of this RF-funded grants and educational programs among faculty and graduate students on your campus (check all that apply)?

Q25 Marketing Strategy of RF Funded Grants and Educational Programs

Answered: 13   Skipped: 5

	Percentage
E-mail blasts	76.92%
Brochures	15.38%
A RF web page dedicated to grant...	84.62%
Through Campus Governance leaders	30.77%
Through the Dean's office	92.31%
Through your campus institutional resea...	53.85%

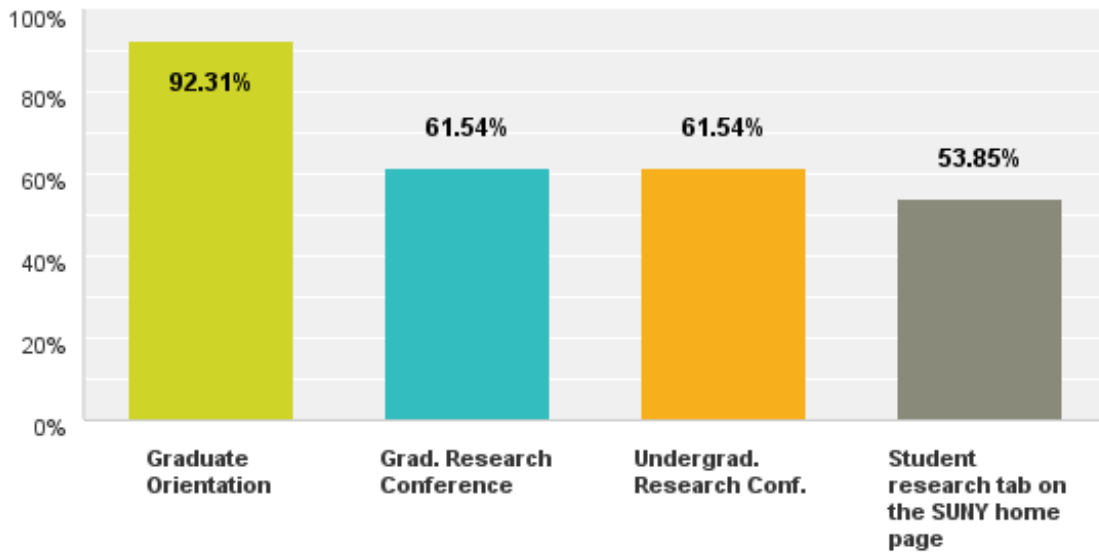**Question 8c:** What are some specific events during which this information should be presented (check all that apply)?

Q26 Events that should include Grant Information

Answered: 13   Skipped: 5

The deans believe that grant writing workshops would be beneficial to help students write fellowship applications and that these should be marketed through the Dean's office, Research Foundation website, and e-mail blasts. Furthermore, the information should also be presented during graduate orientation.

Operations Committee
Report Date: January 23, 2015
Presented at: Winter 2015 Farmingdale State College

Charge:

The Committee shall generate relevant reports and recommendations for the University and its institutions concerning:

- the development and administration of budgets, strategic planning, and operations;
- matters related to libraries, educational technology, and forms of instructional delivery; and,
- personnel policies, as they pertain to budget, operations, diversity, equity, affirmative action and delivery of a high quality SUNY education.

2014-15 Committee Members:

Chair: Thomas Sinclair, Binghamton University

Members: Kevin Caskey, New Paltz; Mete Cetiner, Empire State; Henry Flax, Downstate; Pamela Mahon, Upstate; Heather Maldaonado, Buffalo State; Joe Petrick, Alfred State; Edward Shepard, Binghamton; Stephen Weiter, ESF; Ezra Zubrow, U Buffalo. Ed Warzala, Empire State, Past Committee Chair. Carey Hatch and Ade Somide, System Administration Liaisons.

Committee Goals for 2014-15:

A white paper on budget transparency. Despite the size and complexity of SUNY's budget and those of its campuses, the practices related to publishing budgeting and finance information vary widely across the system. The Operations Committee will examine current practices within SUNY and compare them with established best practices used by other public universities. Addenda will evaluate the financial stresses on the system's libraries and discuss financial transparency issues related to university foundations.

Study on the composition of SUNY faculty. Periodically, the Operations Committee has conducted a study of the composition of faculty on SUNY campuses and we will undertake a similar activity this year. As methods of instructional delivery and types of programs change, the mix of full- and part-time faculty and their respective roles may also change. Impacts on the gender and diversity of campus faculty will also be reviewed.

SUNY- Excel, a performance measurement system proposed for all campuses. The Committee will closely monitor the proposed adoption and implementation of a performance measurement system by SUNY system and its campuses. Of particular interest will be the role of faculty governance organizations in the process.

Continuing discussions on other topics. Developments with respect to Start-Up NY, SUNY's budget and OpenSUNY will be matters of continuing discussion by committee members in the coming year.

Committee meeting dates (include type of meeting):

The Committee has scheduled monthly telephone conference calls at 9:00 AM on the last Monday of each month.

Committee accomplishments since previous UFS Plenary:

Committee chair Tom Sinclair participated in the sole meeting of the SUNY Excels Steering Committee on December 15, 2014. Performance measures for the SUNY system and individual campuses have not been finalized at this time. A copy of the SUNY Board of Trustees Resolution passed at its January 13 meeting is attached to this report.

SUNY's contract with Elsevier has been completed with the 2015 cost of approximately $8.3 million, and increasing to $9.4 million system-wide by 2019. After conducting preliminary research and discussing the unsustainability of the current model, the committee has decided to prepare a resolution on encouraging or enhancing faculty utilization of Open Access for presentation at the Spring, 2015 plenary session.

Requests to UFS Senators from committee:

1) Please monitor how your campus proceeds with its implementation of the SUNY Excels performance measurement system.

Anticipated upcoming actions/accomplishments:

A resolution regarding Open Access will be distributed prior to the Spring, 2015 SUNY University Faculty Senate Plenary session.

The sub-committee preparing the white paper on budgetary transparency is nearing completion of its work and a working draft should be completed in March, 2015.

Kevin Caskey from SUNY New Paltz continues to lead a committee study group that is investigating the racial and gender composition of faculty at SUNY. Data has been requested from SUNY administration to assist with the completion of this project.

Student Life Committee
Report Date: February 23, 2015
Presented at: Winter 2015 Farmingdale State College

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

2014-15 Committee Members:

> **Chair**:   Kelley J. Donaghy, College of Environmental Science and Forestry
> **Members**
> > Marsha Cornelius, Morrisville; Bill Godfrey, Stony Brook; Anne Larrivee, Binghamton; Tom McElroy, Empire; Louis Scala, Farmingdale, Jan Trybula, Potsdam; Laura Valente, Stony Brook; Lori Mould, Student Assembly; Elizabeth Droz, SUNY Administration; Jim Campbell, SUNY Administration

Committee Goals for 2014-15:

The committee has resolved that there are two primary aspects of their charge, student completion and student health and safety. The following goals fall into one or the other of these categories.

1. *Textbook Affordability*
   - The committee will continue to advocate for affordable solutions to the high prices of print textbooks.
2. *Student Working Hours*
   - A fall Human Resources document limited the number of student assistant working hours to 29 hours per week. The committee is concerned that this may decrease student persistence.
3. *Drugs and Alcohol*
   - At the fall meeting the committee met with a Department of Health representative to learn more about the rise of Heroin usage. The committee plans to disseminate helpful information throughout the year to faculty on how they can help combat student heroin usage.
4. *Sexual Assault*
   - The committee plans to work with SUNY in the development and implementation of effective and fair policies and procedures to meet the goals of the October 2, 2014, Board of Trustees resolution.
5. *Hazing and Bullying*
   - A "white paper" is expected in time for the January Plenary, this is being jointly written with the Ethics Committee.
6. *Workshop on the Role of Faculty in Student Life*
   - Upon meeting with the Chief Student Affairs Officers in June, the committee realized that there is a great deal of variety with respect to the faculty involvement in student life. To better understand the role of faculty in student affairs, a workshop involving faculty, student affairs professionals and students will be organized for spring of 2015.
7. *Veteran's Affairs Survey*

- Recognizing the larger number of veterans that will be returning to SUNY campuses, the committee expects to deploy a survey intended to focus on student support services designed for student veterans in November 2014.

Committee meeting dates:

Fall 2014 Meetings

9/18-19/2014	Committee Planning Meeting, Syracuse
9/26/2014	Committee Meeting, Conference Call
10/3/2014	Committee Meeting, Conference Call
10/15/2014	Committee Meeting, Conference Call
12/15/14	Committee Meeting, Conference Call

Spring 2015 Meetings

1/6/15	Committee Meeting, Conference Call
2/19/15	Committee Meeting, Conference Call

Committee accomplishments since previous UFS Plenary:

Goal #1: We are creating a website of resources for faculty on textbook best practices, resources and suggestions for reducing costs associated with important course materials.

Goal #5: We continue to research the most updated literature on the subject. A very brief set of survey questions have been developed that will be distributed at the nest Chief Student Affairs Officers meeting in February. We want to understand the prevalence of bullying on campus and what if anything is being done about it. We plan to work with the Ethics Committee on this as it is not just a student-on-student issue. It is a broader campus civility issue.

Goal #6: The workshop is being planned for November of 2015. The CSAO's and the CAO's will be jointly supporting this workshop. Funds will be requested from UFS to support the project as well. We are planning a two-day event, starting mid-day on Friday and running through mid-day Saturday. The committee has agreed that we should have teams of faculty, student affairs staff and administration from various campus work to present best practices and to find cross-overs between curricular and co-curricular initiatives.

Goal #7: The committee voted to discontinue working on the veteran's survey, we felt that we needed more information about the angle that a survey should take and the one that was developed was more of an inventory of services. In the meantime, the USA passed a resolution on the 8-keys to student success and we have written a supporting resolution to the Chancellor and the presidents.

Requests to UFS Senators and Campus Governance Leaders from committee:

1. Combat Heroin – please encourage your faculty to learn all they can about combating heroin, when are students at highest risk of overdose, the signs to look for of drug and alcohol abuse generally, who on campus to contact if you suspect a student of engaging in risky behavior and to learn who no campus has access to naloxone (the antidote to opioid overdose).

Charge:

The Committee shall provide advice and guidance to the Faculty Senate on matters relating to undergraduate programs and policies throughout the University. To these ends, the Committee may review such areas as existing and proposed curricula, standards for academic degrees, undergraduate academic assessment, teaching techniques and evaluation, special undergraduate programs, articulation among units of State University of New York and the various aspects of international education and development.

2014-2015 Committee members

Chair: Daniel D. White, SUNY Polytechnic Institute

Members alphabetically by Name:

Barbara Brabetz, Cobleskill	Ramona Santa Maria, Buff State
Anant Deshpande, Empire State	Rebecca Smith, Brockport
Kathleen Kieler, UB	Margaret Souza, Empire State
Linnea LoPresti, SUNY System	Diane Tice, Morrisville
Art Lundahl, FCCC	Amitra Wall, Buff State
Janet Nepkie, Oneonta	Angela Wright, RF
Phil Ortiz, SUNY System	Andrea Zevenbergen, Fredonia

Committee Goals for 2014-2015

1. Review and revision of the Internship guide
2. Undergraduate Research: analysis of what we do and how we do it
3. Service learning: analysis of what we do and how we do it
4. Competency-based assessment: development of resources for broader understanding

Committee meeting dates

October 17, 2014:   Internship subcommittee meeting
November 3, 2014:   Teleconference to review progress (full committee)
March 27, 2015:   Face to Face in Buffalo (full committee)

Committee accomplishments since planning meeting:

· **Review and revision of the Internship guide:** Since our last update, subcommittee chair Janet Nepkie has been guiding the group through a series of meetings and progress steps. The subcommittee met on December 5, 2014 to work on a survey, discuss guide revisions, and update the group on progress. Survey materials were circulated among the subcommittee and feedback has been constructive and informative. The group has been making steady progress under Janet's leadership and they will be working on IRB approval for the survey. The next subcommittee meeting is on February 6, 2015 in Albany. Janet has also secured SUNY Learning Commons space for the sub-committees work.

·   **Undergraduate Research:** The Undergraduate research sub-committee has made slow progress since our last report. Our next step is to emulate the methodology used by the service learning sub-committee to develop a survey and interview schedule to speak to one representative from each of SUNY's 64 campuses in order to develop a qualitative understanding of what we do and how we do it. We are looking to work with the RF Networks of Excellence to develop a fundable project to explore undergraduate research at SUNY and to make concrete recommendations. We also plan to contribute our understanding of what we do and how we do it to the SUNY Provost's Applied Learning Advisory Council. Links have already been made with these groups. Reminder: SUNY Undergraduate Research Conference on April 10, 2015 at SUNY Brockport (go to *www.suny.edu/surc* for more information).

·   **Service learning:** Since our last report sub-committee chair Andrea Zevenbergen (SUNY Fredonia) with help from her colleague (Michael Jabot) and student (Sara Titus) developed a set of interview questions, got IRB approval, and has spoken to service learning champions from many SUNY institutions. The data are still being collected but the sub-committee will come together in March to review and analyze results. Andrea has spoken to all of the service learning representatives personally (!) and has generated an important set of data. Based on the success of this methodology, the undergraduate research sub-committee will follow suit and develop another set of interview question to speak to undergraduate research champions from around the system. The service learning sub-committee hopes to have a report by the end of the summer.

·   **Competency-based assessment:** This important area is part of the committee's long term goals and we hope to develop a fact sheet in the coming months.

Requests to UFS Senators from committee:

UFS Senators are asked to provide contact information for your campuses efforts on undergraduate research (send information to Dan White ddwhite@sunycnse.com). Please also your campus colleagues aware of the up-coming SUNY Undergraduate Research Conference on April 10, 2015 at SUNY Brockport (go to *www.suny.edu/surc* for more information)**.**

Anticipated upcoming actions/ accomplishments:

We will have a new internship guide, develop an interview protocol for undergraduate research, and a write a report on service learning in the system.