

# UFS Winter 2012 Plenary called to order at 8:30a.m.,1/27/12      Cornell University<sup>1</sup>

## Call to Order and Introductions:

Joseph LaQuatra, UFS Senator

Ron Seeber, Senior Vice Provost of Cornell University

## Reports & Presentations

### President's Report—Ken O'Brien

- [*Complete text will be made available online.*<sup>2</sup>] President O'Brien made specific mention of the upcoming Student Research Showcase (2/29/12) to be held at the LOB in Albany. Almost 100 students representing 38 campuses will be presenting their work. The political value of this event is meaningful. Other events were highlighted, such as the biannual SUNY-ODEI (Office of Diversity, Equity and Inclusion) STEM conference and the yearly (summer, Buffalo-sited) McNair Conference. These activities offer important opportunities for us to put our students' efforts out in front of decision makers [*i.e., legislators & SUNY administrators and their staffs*].
- O'Brien and his CUNY counterpart (Sandi Cooper) presented a paper at the AAUP panel on governance. They shared the very different SUNY / CUNY processes involving general education, transfer and "systemness."
- O'Brien is working with (especially) Tina Good of the FCCC, worrying over the bright lines (difficult to find, according to him) on things such as program review and faculty roles in shared governance. The gist is that local governance groups must devise their own processes.
- Questions for O'Brien included (1) a query from Senator Nyquist (New Paltz) about Cornell's policy of charging a fee (\$20) for each loan item requested by SUNY libraries. Operations Committee and others to follow up. Additional discussion of O'Brien's comments about his perceived "cheerleading" ensued, most focused on whether individual campuses are carrying out the actions and resolutions of UFS. This second thread of questions flowed from a question about what happens to the resolutions we pass. [*Questioner wondered whether there was any effect at System Administration or on campuses after we do what we do at the UFS.*]

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<sup>1</sup> Senator's commentary and internal references appear throughout in italics within brackets. Errors of transcription are entirely the fault of the Senator, and all statements on policy-related material should be carefully checked with appropriate local and / or SUNY offices. Last, UFS Plenary meetings are sometimes recorded, so interested parties should check with Carol Donato, Executive Assistant to the UFS:

<http://www.suny.edu/facultySenate/index.cfm>.

<sup>2</sup> SUNY College at Oneonta University Faculty Senator's Corner:

<http://www.oneonta.edu/academics/senate/Fac%20Senator.asp>. The President's Report had not been digitized as of 2/13/12.

- O'Brien also noted and underlined the necessary role of SUNY in vocational education even as he noted the tangle of economic development and colleges' various involvements in that tangle. O'Brien: We must be aware of the perceptions of those who do not share our commitment to ephemeral values such as "liberal arts" higher education. Of course, what we do beyond the immediately economic is valuable; the current moment simply requires that we do not automatically divide higher education in a rigid way, such as training versus "education." [*In sum, the distinctions that divide us on and across campuses are often illusions, though the power of perceptions is undeniable.*]
- "Systemness" and the State of SUNY (a continuation of the Chancellor's chat at the UF Executive Committee & her State of SUNY address): "There will be a push to create greater levels of integration across SUNY: efficiency, productivity and getting 'bigger bangs for our bucks' will rule." Performance-based budgeting" is coming. [*5% of operating costs to State Ops is the talking point right now.*] According to the Chancellor in her State of SUNY address,<sup>3</sup> student mobility's next step is that all A.A. and A.S. degrees will transfer seamlessly across the system as regards General Education, guaranteeing "true" Junior status at the receiving institution. [*News to Tina Good, or so she says. The Chancellor and CFO Hutzley's reports expanded on this.*]
- Nine teams have been created to implement, develop and monitor each aspect of the strategic plan.<sup>4</sup>

### **Comprehensive Colleges Break-Out Session**

- Much discussion about the Chancellor's State of SUNY address, especially General Education changes, benchmarks for shared services & administrative savings, new budget funding models, performance-based funding, strategic enrollment management & vocational education.
- Discussion on seamless articulation became a conversation about a "SUNY Degree": students could conceivably wander throughout the system, gaining a non-campus-specific degree. Gist is that it's an idea whose time has not come. [*However, the idea is out there already.*<sup>5</sup>] Since the Chancellor referred to an "Open SUNY"—a potential 65<sup>th</sup> campus, entirely virtual—this is worth discussing at some length. [*The role or roles of existing SUNY institutions such as Empire State, SUNY IT or even SUNY Canton and its burgeoning online portfolio remain unclear.*]

### **Executive Committee—Norm Goodman**

- Meetings with FCCC (Tine Good) & CUNY (Sandi Cooper) problems with "pathways" equivalent to our seamless articulation.
- Revised procedures / guidelines for Presidential Searches (new guidelines), especially in the wake of two relatively recent events: Binghamton's presidency

<sup>3</sup> PowerPoint at [http://www.suny.edu/chancellor/speeches\\_presentations/2012presentation/](http://www.suny.edu/chancellor/speeches_presentations/2012presentation/) ; transcript at [http://www.suny.edu/chancellor/speeches\\_presentations/SOU2012.cfm](http://www.suny.edu/chancellor/speeches_presentations/SOU2012.cfm)

<sup>4</sup> [http://www.suny.edu/facultysenate/Chancellor%20State%20of%20the%20University\\_teams.pdf](http://www.suny.edu/facultysenate/Chancellor%20State%20of%20the%20University_teams.pdf)

<sup>5</sup> <http://www.markgr.com/the-flattening-of-suny/>

and its lack of faculty involvement, and the shared presidencies of several SUNY colleges.

- Two resolutions will be brought forward: one in support of CUNY, the other in support of “The Dream Act” (access and financial support for undocumented immigrants).
- Accreditation problems at Upstate Medical, especially insofar as governance is involved.
- Performance-based budgeting, strategic planning and enrollment management linked to labor needs, and Gen Ed promises by the Chancellor were discussed, but greater clarity in each area is still needed. [*N.B.—The GenEd is NOT happening, according to the Chancellor & President O’Brien. See below.*]

**Budget Presentation—Brian Hutzley** (Vice Chancellor for Financial Services and Chief Financial Officer) [*N.B.: No longer “Interim”*]

- Provided an overview of the 2012-2013 SUNY Budget [*PowerPoint presentation available online.*<sup>6</sup>]
- \$0 cuts. At this point, not being cut is like an increase. The maintenance-of-effort agreement (tuition goes up in 2011, but NYS support remains the same) has been honored. [*There is actually a slight increase, \$3.8m, in general fund support for State-Operated campuses.*] No increase for general inflation. EOP and other programs not cut, and a mid-year increase last year of about 3m for both EOP and ATTAIN. Funding for last installment of tuition share (16.5m to bring us to 50% as required by law) NOT included. Requested funding for SUNY Works strategic initiatives (40m) NOT included. [*This is tied into the Economic Development Regions and other strategic planning.*]
- TAP not cut.
- Overall, everything, including Critical Maintenance, is funded at the 2011-2012 level.
- Bad news: no funding for residence-hall renovations, no additional debt-financed funding for residence halls, either.
- We’ve already absorbed \$1.6bn in cuts in 6 years, now the System can help to rationally save \$100m (5%) in savings to be reinvested into academics (Faculty, Advising, Labs, Tutoring) in four ways:
  - Strategic sourcing (combined buying)
  - IT Transformation (centralizing & consolidating)
  - Transaction Processing (payroll, paper & data processing)
  - Campus Alliance Network (Shared Services)

**Provost’s Report—Elizabeth Bringsjord** (Vice Provost and Vice Chancellor for Academic Programs and Planning.

Seven points: SUNY Master Plan; staffing in the Provost’s office; funded initiatives, especially *DegreeWorks*; strategic enrollment planning; Strategic enrollment management; innovative instruction; Program Review / Deactivation process update; & a Middle States accreditation update.

<sup>6</sup> [http://www.suny.edu/facultysenate/Budget%20Overview2012-2013\\_FacultySenateMeetingFINAL.pdf](http://www.suny.edu/facultysenate/Budget%20Overview2012-2013_FacultySenateMeetingFINAL.pdf)

1. SUNY Master Plan will be redone. 1996 (*Rethinking SUNY*) was the last year the Master Plan was fully revised. [§237 of NYS Education Law requires a report/plan from every NYS agency every eight years; §354 requires SUNY to report every four years.] The Board of Regents requirements are for the most part effectively covered by *The Power of SUNY* Strategic Plan that was initiated last year. The report is due to the Board of Regents June 1, so we'll be seeing a
2. Staffing / searches in the Provost's office: Asst. Provost for Doctoral Institutions; Assoc. Provost for Institutional Research; Student Mobility Coordinator (transfer, etc.); & Planning Analyst for Strategic Enrollment Management.
3. *DegreeWorks* project for course / curricular hypotheticals is underway: first cohort is Oneonta, Oswego & Plattsburgh. Courses are being "scribed" at those campuses to create clarity and articulated pathways [ ? ] for students as they plan.
4. Strategic Enrollment Planning: facilities master planning has been undertaken on every campus, and now enrollment planning needs to be folded into that master plan. High-needs funding is available for programs that make sense but
5. Innovative instruction, deferred to CFO Hutzley's presentation
6. Program Review news: new language for program deactivation form, to the effect that "signature affirms that governance has been consulted as appropriate." In the Office of the Professions, System Admin is aware that new program proposals have been delayed (sorry), but there is a new administrator in this office (Bill Murphy), and he will now / soon be able to accept electronic submissions.
7. Middle States will be visiting fifteen campuses this season: website support is available, and a liaison is assigned from System Admin to each campus. Deb Meckle is the point person in the Provost's office. The Governance Committee also has a document that will be distributed at the next Plenary

## Sector Reports & Chancellor Zimpher's Responses

### Comprehensive Colleges—Jim McElwaine (Purchase)

Questioned the General Education changes the Chancellor raised in her State of SUNY report [*two-year degrees = Gen Ed completed, i.e.*]. Second, he asked her to expand upon the concept of Open SUNY. Last, he asked what consequences cooperating campuses could anticipate as they are "asked" to share curricula.

- *Chancellor Zimpher's response* to this and other sector concerns led to an expansion of her State of SUNY address. [*See her report, below.*]

### Health Sciences—Ed Feldman (Stony Brook)

Asked questions about shared governance, especially as regards current processes, and about budgeting in the coming and future years.

- Chancellor Zimpher asked for a better definition of shared governance; however, she is of course committed to hearing always from all stakeholders. She stressed SUNY's commitment to the teaching hospitals, reminding us of the Governor's commitment as well. Last, regarding Upstate Medical accreditation review... The Provost will help in a review of accreditation issues.

### **Colleges of Technology—Karen Spellacy (Canton)**

How can faculty apply “systemness” to help our students? Is there Any SUNY system support / money for initiating shared services initiatives that might benefit from some start-up money? And as for K-12 collaboration, which is [*in her words*] a delightful idea, can we share in the 70m you expect to save as you eliminate remediation from our colleges?

- Chancellor Zimpher’s response to “systemness” question and shared services savings was that “we’re past saving on paperclips, & now need to look at curricula and programs by using strategic enrollment management.”

### **University Centers—Peter Knuepfer (Binghamton)**

Although gladdened that senior administrative searches will now be better managed because of new guidelines, this sector hopes that the “need for secrecy” doesn’t seep down to lower-level (than presidential) searches. Also, shared services savings will be staying on campus, we hope. Last, job training alone will hopefully not be the only engine for strategic enrollment management and programmatic reviews.

- Chancellor Zimpher’s response to governance concerns on “representational” presidential searches was frank, and also instructive. Openness sometimes costs candidates, and we even have multiple presidential searches in a given year. Since there are new guidelines for “representational” searches, communications should improve throughout all processes / searches.
- Shared services: there is a formula for investment in administration vs. investment in academics, and since we have no other models, this documenting and tracking system will be used. Size matters, and sharing services does make sense. “We will not leave behind the fine arts, liberal arts and humanities, but we might want to rethink how we sell the chestnut “education for its own sake” so stakeholders understand the crucial importance of critical thinking

### **Campus Governance Leaders—Howard Reid (Buffalo State)**

Concerns included shared services’ evolution and presidential consolidations. Second, budget metrics based upon graduation rates could exacerbate many other issues, so will common budget metrics be enforced or will campuses create their own? He had concerns about lack of governance input by faculty. Questions: Is shared services a step towards mergers, and what will Middle States have to say about such things as shared presidencies, CFOs etc.

- Chancellor Zimpher suggested regarding the presidencies that “known dates for the effected campuses CAN include shared presidential administrations,” but do not have to.
- Noted that graduation / completion is a concern, but that the process FOR completion needs to be completed first. [*In other words, she quoted President O’Brien, saying that using “completion data alone is a mistake. A profile of successful movement towards completion is more desirable.*] Performance-based budgeting is a moving target, and she will work with us. [*Campuses should develop their own metrics, based upon their own strategic planning*

*processes.*]Trust and patience would be nice as she opens discussions on difficult topics.

### **Special and Statutory Colleges—Ron Sarnier (SUNY IT)**

He shared his group's continuing discussion of sharing services, mentioned detail related to consolidations at Cornell, noting that Alfred University provides most of the administrative support for the College of Ceramics. He also noted that SED is taking far too long to process program approvals (and acknowledged that the Provost's office is working on this).

- Chancellor Zimpher's response focused on working within the Master Plan to try to get SED to work with SUNY on a dual-approvals' process for new programs.

### **Q & A with the Chancellor after her Report**

#### **Chancellor's Report—Nancy Zimpher**

At the afternoon session, before Sector Reports, the Chancellor spoke to the following points related to her State of SUNY address (Nine items, 3 for each of 3 major initiatives).<sup>7</sup>

"...Secretary Duncan framed the conversation [in Washington D.C.] with what is formidably called the 'iron triangle' of higher education—cost, productivity, and access and completion. He talked about how these three ideals often conflict with one another on a college campus." She discussed all nine ideas, nine teams working in the three categories of Controlling Costs, Increasing Productivity and Ensuring Access & Completion.<sup>8</sup> These three categories are derived from Arne Duncan's "Iron Triangle" [which he lifted from DDE. See below.]

- Strategic Plan—"system-ness" and renewed NYS investment in SUNY as a leader in regional economic development. The Plan is moving forward. The Regional Economic Development Councils are a reality. Campus Alliances for practical savings. [See Hutzley, *Strategic Sourcing*.]
- Open SUNY and the online university: She will herself chair the Open SUNY new technologies committee and we will compete in this century. SUNY IT, Empire State (probably Canton) will build a platform that will fold together the SUNY Learning Network and everything else throughout the system.

It has been a big legislative year, and we owe the Governor much thanks for SUNY 2020, strategic plan support, grants, maintenance of effort for this budget, and full-throated support for SUNY

- "Systemness" is the next step in the development of *The Power of SUNY*'s push to build greater capacity throughout the system even as we balance the need to maintain individual campus's identities. She specifically rejected the notion that we (SUNY) should as a "social organization...be more like a business..."
- The Chancellor talked about Education Secretary Arne Duncan's "Iron Triangle": cost, productivity & access/completion. [See her *State of SUNY report & the nine teams referred to above.*] She wants to openly confront the barriers that have

<sup>7</sup> [http://www.suny.edu/chancellor/speeches\\_presentations/SOU2012.cfm](http://www.suny.edu/chancellor/speeches_presentations/SOU2012.cfm)

<sup>8</sup> [http://www.suny.edu/facultysenate/Chancellor%20State%20of%20the%20University\\_teams.pdf](http://www.suny.edu/facultysenate/Chancellor%20State%20of%20the%20University_teams.pdf)

historically haunted SUNY even as we invest more in our core activity: educating students. [*The Regional Administrative Services map is very slightly different from other regional development maps, other “regionalizations.” In this case, for example, we are NOT allied with Cortland as we were in discussions of “shared services,” but with everything up to Utica / SUNY IT. Though Oneonta is not in precisely the same location on the current version, Slide 28 of the State of SUNY PowerPoint, the mapping is essentially the same as in the more well-known map of Economic Regions, Slide 12.*<sup>9</sup>]

- FAST—Finance & Administration Strategy Team—as a part of performance-based allocation is a long-term strategy and it will force difficult but necessary conversations.
- Remediation is expensive, and “we will be working with our K-12 colleagues on this” to deal with the \$70m annual cost to SUNY. [*The talking point in the State of SUNY was “the elimination of remediation. There was a great deal of pushing back on this one.*]
- Strategic Enrollment management “can end our favorite topic: Mission Creep.”
- She answered the General Education question (raised by Comprehensive Colleges’ sector rep McElwaine) about the new push to allow A.A. and A.S. grads to have Gen Ed fulfilled as part of seamless articulation & transfer. She wants to “open the can of worms” about reviewing two- and four-year degrees to make sure EVERYONE completing a degree is completing an agreed-upon (by faculty) general education program. It’s a work in progress, and the automatic transfer of A.A.-A.S. degrees will not immediately mean a sign-off on gen-ed completion. [*However, the FCCC is starting a survey on Gen Ed throughout the system, so an overhaul is coming.*]

## Presentation

### Technology Presentation--“Disruptors in Higher Education”: Carey Hatch (Associate Provost for Academic Technology & Information Services)<sup>10</sup>

Mentioned several texts, including *The Innovative University: Changing the DNA of Higher Education from the Inside*<sup>11</sup> & Gates Foundation reports that detail how paradigm shifts in online delivery are changing the ways we deliver content and “do instruction.” Changing landscapes and radically decreased costs are going to change what we do [A full list of his annotations is included in the Appendix; links are available in footnote 10, below.]. His comments

- Noted *EduPunk* and other “I can do it myself” credentialing sites,<sup>12</sup> which some of our colleague institutions are already accepting as transfer credits (Empire

<sup>9</sup> <http://www.suny.edu/facultysenate/Chancellor%20State%20of%20the%20University.pdf>

<sup>10</sup> The Annotations specific to his report can be found in the Appendix to this summary, in the Presentations & Reports folder of the UF Senator’s Corner (<http://www.oneonta.edu/academics/senate/Fac%20Senator.asp>) and at the UFS website [http://www.suny.edu/facultysenate/AnnotationsforwebsitesusedinFacultySenatePresentationJan2012Carey\\_Hatch.pdf](http://www.suny.edu/facultysenate/AnnotationsforwebsitesusedinFacultySenatePresentationJan2012Carey_Hatch.pdf)

<sup>11</sup> Inside Higher Ed. Com’s review is available online:

[http://www.insidehighered.com/blogs/technology\\_and\\_learning/debating\\_the\\_innovative\\_university](http://www.insidehighered.com/blogs/technology_and_learning/debating_the_innovative_university)

<sup>12</sup> See, for example, <http://www.insidehighered.com/news/2010/11/05/cref>; or <http://www.timeshighereducation.co.uk/story.asp?storycode=418124>

State and Sullivan CCC among them). The University of All People (supported by NYU, Yale, the United Nations and HP) would fall into this group;<sup>13</sup>

- “Badges” and other cascade-credentialing sites that certify particular skills;
- Open Learning Initiative(s), such as one currently being used in SUNY that was built by Carnegie Mellon, and OpenCourseWare (MIT) activities;
- The Saylor Foundation’s open courseware site;<sup>14</sup>
- A “Learning Analytics” research focus that will identify (tweak) student learning styles as they work online (Apple, Pearson and others are rumored to be “right there” within 1 year!);
- The NMC Horizon Project Review (New Media Consortium): Higher Ed Edition<sup>15</sup>
  - One Year or less to adoption: Mobile Apps & Tablet computing
  - Two-three years: game-based learning and Learning Analytics
  - Four-five years: Gesture-based & Internet of Things; &
- SCAP (Student Computer Access Program) funds will also be used (by System, offering grants to faculty) to fund innovative research in virtual instructional

[Overall, a very exciting—terrifying—overview of the paradigm shift we are in . Please review his annotations and links.]

## **Resolutions & Procedural Votes**

[First readings Friday, revisions and final votes Saturday. The UFS website has e-versions of all final drafts.<sup>16</sup>]

- 1) **Resolution (160-02) Supporting the Board of Trustees’ January 25, 2012 Resolution “Equitable Financial and Educational Access to Higher Education for New York’s Undocumented Immigrants”** (Executive Committee, supporting a Resolution already passed by the Board of Trustees)

[Three whereas clauses precede]

Therefore, be it resolved that the SUNY UFS supports the resolution by the Board of Trustees;

And, therefore be it further resolved that the UFS compliments the Board of Trustees on its economically wise and humane approach to meeting the needs of many bright and hardworking students in New York State.

**Passed**

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<sup>13</sup> <http://www.uopeople.org/>

<sup>14</sup> <http://www.saylor.org/>

<sup>15</sup> <http://www.nmc.org/publications/horizon-report-2012-higher-ed-edition>

<sup>16</sup> <http://www.suny.edu/facultySenate/ApprovedResolutions.cfm>.

2) **Resolution (160-01) on CUNY’s Failure to Use the Principle of Shared Governance in establishing a New Curriculum** (Executive Committee)

[Five whereas clauses precede]

“Therefore Be It Resolved [that] the UFS urges the CUNY administration withhold the implementation of any curriculum that has not been recommended by the appropriate University or College faculty governance committee or body. To do otherwise risks censure by national organizations, accreditation by Middle States and disrepute for the University.

Passed

## Committee and Liaison Reports

### Nominations Committee—Ron Sarnier (NYIT)

- Four candidates brought forward for Vice President, election to be held in Fredonia this April at the next Plenary: Dan White (Albany), George Fouron (Stony Brook), Mary Ellen Keith (Maritime), Ed Feldman (Stony Brook)

### Faculty Council of Community Colleges (FCCC)—Tina Good, President

- Now a non-voting member of the SUNY Board of Trustees.
- “Course-based assessment” for General Education is outmoded. More-appropriate paradigms might include outcomes’ assessment rather than course-specific evaluation. Promise was made of website availability for info on this rather major paradigm shift, one which would (in one scenario) allow students with a two-year degree to be “done” with Gen Ed. [See Report by CUNY Faculty President.] It has been twelve years since the last review, and it is time for change. “It is time to question the ‘10’, not how many of ‘10’ students should complete. “Gen Ed is a curricular issue; transfer is an operational issue.”
- FCCC is hoping that UFS will share its now-developing data on Gen Ed. There is a Steering Committee (which she chairs) for transfer issues, so Ken and Tina are real resources for this.
- Program review and program deactivation processes are under review. At least a couple of CCs are proceeding with votes of no confidence. (Nassau is one.) Related to this last is the problematic relationship of CC trustees and their appointments (political, local, scary control).

### SUNY Student Assembly Report—Kaitlyn Beachner, President

- Spoke about current issues, her internship with Ken O’Brien, trips to Washington, Albany, etc.
- A Student Leadership Conference is being discussed.
- Diversity and Sustainability awards for programming are available (competitive, \$500-1000). Documentation of relevant events / programming is required.
- Conducting survey to collect students’ experiences with financial aid.
- *SUNY Palooza* to be held 6 March in Albany,

**Committee on Ethics and Institutional Integrity**—Chuck Moran

- Held a two-day workshop led by committee member Fitz Gibbon (Cortland). Continues to report to the Executive Committee on recent matters regarding academic freedom
- Will be sending out a survey of ethics activities on all campuses.
- Will follow up on Steve Worona’s privacy presentation at the Fall 2011 Plenary.

**Executive Committee**—Norm Goodman (Stony Brook)

- Met with FCCC to discuss the pervasiveness of attacks on public sector employees and higher education.
- Survey forthcoming to CGLs about shared governance, including the creation of a governance toolkit

**Operations Committee**—Ed Warzala (Empire State)

- Executive compensation review continues, with some difficulty getting accurate information
- Continuing to study the effects of budget cuts, especially insofar as library operations and the new shared services initiative are involved. A budget handbook has been revised and will be distributed soon.
- A database of faculty handbooks is being compiled; it, too, will be distributed.
- A handbook of university data resources will also be made available.
- Is gathering data on the use of mobile computing devices in the classroom
- Work is almost complete on the next phase of Longitudinal Faculty Profile: it should be finished by the time of the fall 2011 Plenary.
- Library “satisfaction” survey going out to all system librarians.

**Programs and Awards Committee**—Dennis Showers (Geneseo)

- Update on Conversations in the Disciplines guidelines, available at [www.suny.edu/provost/facultyawards.cfm](http://www.suny.edu/provost/facultyawards.cfm) and [www.brockport.edu/CID](http://www.brockport.edu/CID)
- Clinical faculty now eligible for Chancellor’s Awards, reminders of guidelines and mention of data & technology transfer, the need for consistency across campuses as they nominate faculty. Deadline 2/23/12. Guidelines note that faculty Governance is supposed to be involved in the campus selection process, so applications need to reflect that fact. (See *Report of the Programs and Awards Committee*.)
- Discussion continues on the Faculty Exchange Scholars Program and additional, possibilities for distinguished rank faculty.
- Two new CID funding opportunities (sustainability and entrepreneurship) should be available: Up to 5k, March 30 deadline.
- Will work on a new award for Emerging Scholars / Early Career Award as well as other ideas for recognizing newer faculty. [*Questions about gray areas such as post-docs, tenure-track, adjunct eligibility were raised.*]

**Graduate and Research Committee**—Shadi Shahedipour-Sandvik (Albany)

- Undergraduate Research Showcase: “*Discovery: Research That Matters—An Exposition of Undergraduate Research in SUNY and CUNY*” will be held on 2/29/11 at the LOB in Albany. Thirty eight campuses and almost one hundred students will be represented, presenting work to the public.
- The workshop on sustainability will be held on 17-18 May 2012 at a location to be determined in the Syracuse area. A survey sent out to faculty in mid-January will determine the specific topics, but a tentative agenda was made available. Experts from four areas will be invited: energy, environment, green chemistry and social/political consequences and opportunities. More info will be forthcoming on the UFS website and through SUNY/ESF.
- A ‘graduate student readiness’ survey will be conducted and a committee on graduate student salaries has been staffed.
- A Graduate Research Portal, “Find a SUNY Scholar,” has been launched and is accessible through the Research Foundation website: [www.rfsuny.org](http://www.rfsuny.org)

**Governance Committee**—Rochelle Mozlin (Optometry)

- Evaluation of President O’Brien’s performance has been completed; results were shared with him in fulfillment of the charge.
- Middle States accreditation support is available. A process overview is now in the *Governance Handbook*
- Working on updating the *Campus Governance Leaders’ Guide* and a website for CGLs and other campus leaders.
- Is working on a website—a web Help Desk—for Middle States on Governance. “We will have a discussion at the next Plenary to identify questions that could be made into an FAQ and work out a way that other questions could be routed to more experienced contracts [sic] on campus.”
- Needs to look at our bylaws to determine the legitimacy of the Expanded Executive Committee.

**Student Life Committee**—No report

**Undergraduate Academic Programs and Policies Comm.**—Joy Hendrick (Cortland)

- Reiterated the announced *Undergraduate Showcase* to be held 2/29/12.
- Revised *Guide for the Evaluation of Undergraduate Academic Programs* completed and will be distributed (e- and hard-copy both) soon.
- Survey of campus changes to General Education to be sent to campus liaisons later this semester.
- Best practices for TAs forthcoming.

**Diversity and Cultural Competence (CDCC)**—Phil Ortiz (Empire State)

- Coordination and publicizing of campus-based diversity activities continues. In particular, the Committee is interested in changes to cultural competence and diversity General Education courses.
- A draft of a position paper on ‘making diversity count’ will be forthcoming.

- Planning stages of a CID event on diversity, planning done by the committee, searching for other campus collaborators. The RFP has just been released, and the Committee is currently working on a proposal.

### **Open Discussion**

- Meeting timing and re-organization
- Bundy Aid
- For-profit and distanced learning: challenges & opportunities
  - 20% of student loan \$s go to the 10% of American students who attend for-profits; 40% of loan defaults are in this sector.

### **Old Business**—Ken O'Brien

None

### **New Business**—Ken O'Brien

None

**Adjournment at 11:30am on 1/28/12**

*Respectfully submitted,  
Richard Lee  
UFS Senator*

## Appendix

### From Carey Hatch – Office of Library and Information Services

#### Presentation at Cornell Plenary – January 27, 2012

This document provides an annotated set of web links that point to disruptions within the context of higher education and the SUNY System that SUNY Faculty should be aware of. A majority of these web pages were presented at the January 28<sup>th</sup>, 2012 Faculty Senate meeting. Not all of the sites in this document were shown during that meeting, due to time constraints.

This presentation starts with the basic concept of disruptive innovations, how online education is the disruptor for higher education, how students are dissatisfied with traditional higher education, how online education is abundant, low cost and sometimes free, and how the Chancellor's State of the University address sets a course for how we tackle this environment as a University.

#### General concepts of Disruptions in Higher Education

Clayton Christensen is the author of a book called *The Innovator's Dilemma* where he looked at how large companies are often disrupted, not by large competitors, but by competitors that come in at the bottom or periphery of a market offering a lower quality, but cheaper or more convenient service that evolves to impact the market significantly. His new book, *The Innovative University*, makes a case for online learning as the major disruptor for higher education.

The link below takes you to the Amazon web page for *The Innovative University*. Watch the video of the authors discussing the book.

[http://www.amazon.com/Innovative-University-Changing-Higher-Education/dp/1118063481/ref=pd\\_rhf\\_p\\_t\\_1](http://www.amazon.com/Innovative-University-Changing-Higher-Education/dp/1118063481/ref=pd_rhf_p_t_1)

The book above is long and dense. Ken O'Brien has a copy that he will share when he is finished reading it. The link below is to a paper entitled "Disrupting College". The paper includes the same concepts and is a much shorter read. It provides a good perspective on the need for new business models aligned with new technologies to lower the costs of education.

[http://www.americanprogress.org/issues/2011/02/pdf/disrupting\\_college.pdf](http://www.americanprogress.org/issues/2011/02/pdf/disrupting_college.pdf)

#### Funding that one great course

Most people don't understand that many of the major higher education funding organizations are focused on helping to create "one great" online course that can be used by many. This 2010 letter from the Gates Foundation states this concept very clearly:

<http://www.gatesfoundation.org/annual-letter/2010/Pages/education-learning-online.aspx>

### **Students questioning the value of a degree and identifying alternatives**

Today's college-age students are increasingly concerned about the high cost of a college degree, especially in an era where there are so many free or lower cost alternatives available.

Anya Kamenetz is a writer who has achieved celebrity status as a proponent for "self-directed higher learning." Her book *DYIU: Edupunks, Edupreneurs, and the Coming Transformation of Higher Education* claims that the future lies in personal learning networks and free and open-source educational models. The author has received funding from the Gates Foundation and the Mozilla Foundation's Badges Project to document how individuals can take advantage of non-traditional learning opportunities.

<http://diyubook.com>

<http://www.scribd.com/doc/60954896/EdupunksGuide>

<http://learningfreedomandtheweb.org/>

### **Credentialing/Self Learning**

The Internet is beginning to form an entire ecosystem for teaching and crediting human knowledge and skill, one that exists completely outside traditional colleges and Universities.

#### **StraighterLine.Com:**

StraighterLine offers online college courses with a variety of pricing models, including a \$99 monthly subscription plus \$34 per course; \$399 per course with access for 6 months, or freshman year for \$999. The StraighterLine web site indicates that four SUNY Campuses have offered transfer credits for these courses.

<http://www.straighterline.com/>

The link below captures a presentation that Burck Smith, the CEO of StraighterLine, gave at U. Mass recently. The presentation is entitled "Another Presentation on Post-Secondary Disruption".

[http://umol1.wimba.com/launcher.cgi?room=spkersrs01\\_2011\\_1012\\_0946\\_47](http://umol1.wimba.com/launcher.cgi?room=spkersrs01_2011_1012_0946_47)

#### **The Mozilla Open Badges Project:**

The Mozilla Open Badges project is focused on creating a new, open credentialing framework that can accommodate all manner of disciplines and professions. The framework will allow

anyone to get recognition for skills and achievements that happen outside of school. The Open Badges project is funded in part by the MacArthur Foundation and the Mozilla Foundation.

<https://wiki.mozilla.org/Badges>

U.S. Secretary for Education Arne Duncan talked of the future of digital badges at the 4<sup>th</sup> Annual Launch of the MacArthur Foundation Digital Media and Lifelong Learning Competition.

<http://www.ed.gov/news/speeches/digital-badges-learning>

**The Peer 2 Peer University (P2PU):**

“The Peer 2 Peer University (P2PU) is a grassroots open education project that organizes learning outside of institutional walls and gives learners recognition for their achievements. P2PU creates a model for lifelong learning alongside traditional formal higher education. Leveraging the internet and educational materials openly available online, P2PU enables high-quality low-cost education opportunities. “

Primary funding for P2PU comes from the Hewlett Foundation.

<http://new.p2pu.org/en/>

**CMU’s Open Learning Initiative:**

The Open Learning Initiative (OLI) at Carnegie Mellon University has developed several exemplar online courses that utilize technologies to create a learning environment that is adaptive to individual learners. While these courses are often used by instructors to support classroom-based instruction, they are designed to support an individual learner who does not have the benefit of an instructor.

The OLI has received funding from the Bill and Melinda Gates Foundation, Lumina Foundation for Education, and the William and Flora Hewlett Foundation.

<http://oli.web.cmu.edu/openlearning/>

**The University of the People:**

The University of the People is the world’s first tuition-free online University, dedicated to the democratization of education.

<http://www.uopeople.org/>

**Open Courseware:**

The MIT Open Courseware (OCW) began with a decision by the faculty in 2000 to use the Internet to advance MIT’s Mission – to advance knowledge and educate students. MIT OCW publishes course materials that support classroom interactions at MIT. Each course published requires an investment of \$10,000-\$15,000. Note the DONATE NOW link on the OCW page.

<http://ocw.mit.edu/about/>

MIT recently announced an expansion of the program to provide an open learning platform that will also provide certificates of completion/badges for people who demonstrate mastery upon completion of an online course. The goal is to make these courses and certifications as low cost as possible.

<http://www.mitx.mit.edu/>

Many major institutions now participate in the Open Courseware Consortium. With MIT now offering certifications, others may follow suit.

<http://www.ocwconsortium.org/>

Saylor.Org is a free and open collection of college level courses. This website serves as a zero-cost alternative for those who lack the resources to attend traditional brick-and-mortar institutions and as a complement to willing mainstream education providers. Saylor expects free, asynchronous, web-based learning opportunities to motivate people to pursue personal growth and career ambitions, as well as to lead to institutional change amongst education providers everywhere.

<http://www.saylor.org/>

#### **Prior Learning Assessment (PLA) Services**

With so many open opportunities for learning, the need for Prior Learning Assessment Services will grow. Organizations such as the Council for Adult and Experiential Learning offer PLA services to Colleges and Universities.

<http://cael.org/pla.htm>

Empire State College has a PLA program which may be used as a foundation for a broader PLA program for the SUNY System.

[http://www8.esc.edu/ESOnline/Across\\_ESC/assessment.nsf/wholeshortlinks2/Prior+Learning+Assessment?opendocument](http://www8.esc.edu/ESOnline/Across_ESC/assessment.nsf/wholeshortlinks2/Prior+Learning+Assessment?opendocument)

#### **The Evolving Textbook Market and Open Educational Resources (OER)**

Textbooks and textbook publishers are evolving their digital environments to offer full course management systems, personal learning environments and learning analytics. The expansion of the tablet market will also drive the adoption of e-textbooks.

**Pearson:**

Pearson is one of the largest publishers in the world with annual revenues of approximately 6 billion dollars. Pearson's MyMathLab was used by approximately 25,000 SUNY Students in 2009. Pearson recently announced their new, self-service Learning Management System that integrates with Google Apps for Education. Pearson's content is also tightly integrated into the new system.

<http://www.joinopenclass.com/open/view/t1>

**Open Textbooks and OER:**

While the commercial textbook publishers evolve their platforms, more open textbook environments are beginning to be accepted by faculty. The use of Open Textbooks or Open Education Resources instead of high cost instructional materials saves students significant amounts of money.

<http://www.opentextbook.org/>

<http://flatworldknowledge.com/>

Empire State College was the first institution in the United States to join the OER University.

<http://wikieducator.org/OERu>

**Apple:**

On January 19, 2012, Apple held a major event where they made their most significant announcement regarding education services to date. Apple has partnered with several publishers to produce media rich, interactive textbooks for the iBook application. They have also produced a new set of Mac-based authoring tools for iBooks that will allow faculty members to create online course environments that integrate text, audio, video, and other media content. A new iTunes University app provides tightly integrated access to the faculty-produced courses. The link below is to a video of the event:

<http://events.apple.com.edgesuite.net/1201oihbafvpihboijhpihbasdouhbasv/event/index.html>

**The SUNY Context**

On January 9, 2012, the Chancellor gave her State of the University Address. Specific items in the Chancellor's speech that relate to the disruptions identified above include:

- Discovering Systemness - the concept that as a system we can create a network that is more powerful than the individual parts on their own
- Crossing the Digital Divide – which calls for plans to move all SUNY campuses to common systems
- Open SUNY – which calls for SUNY to work as a System to adopt concepts of open learning

[http://www.suny.edu/chancellor/speeches\\_presentations/SOU2012.cfm](http://www.suny.edu/chancellor/speeches_presentations/SOU2012.cfm)