SUNY University Faculty Senate: 189th Plenary Session
Fall 2021 – October 7-9, 2021
Virtual Session

Comprehensive Colleges Sector Meeting
Q & A with Chancellor Jim Malatras
Reports given by: UFS President Keith Landa; Provost-in-Charge Shadi Sandvik;
SUNY Chief Operating Officer Beth Berlin & Deputy Chief Operating Officer Valerie Dent;
Executive Director of Academic Technologies and Innovation, Open SUNY Kim Scalzo;

MAJOR TOPICS at the PLENARY

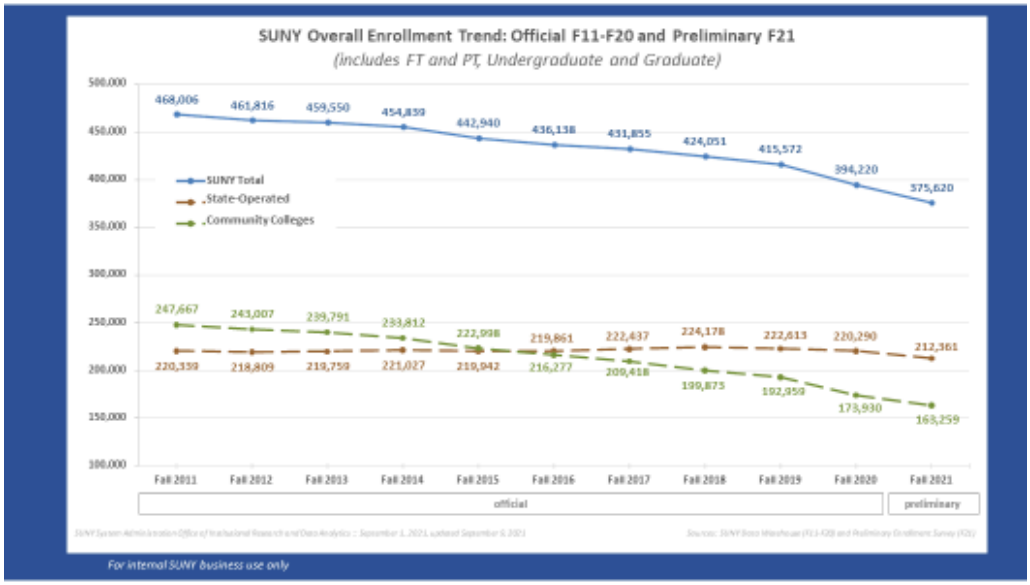
Enrollment

This was probably the single most important topic at the plenary. It was clearly important to Chancellor Malatras, Meryl Tisch, Chair of the Board of Trustees, and addressed by the Provost-in-Charge Sandvik in her report as well. The decline in enrollment, which began long before the pandemic but has been exacerbated by it, is of huge concern to SUNY. Student enrollment (aka headcount) is the "single best indicator of SUNY's value" (Chancellor Malatras). It is certainly an indicator of how well SUNY is doing as a business. Chair Tisch stated that "advocating for us" and seeking funding for SUNY is at the forefront of efforts of members of the Board and the Chancellor with the NYS legislature and (now) Governor Hochul. Chair Tisch specifically expressed urgency for funds – not only for maintaining and improving campus infrastructures but also for increasing student support services, especially mental health services and childcare.

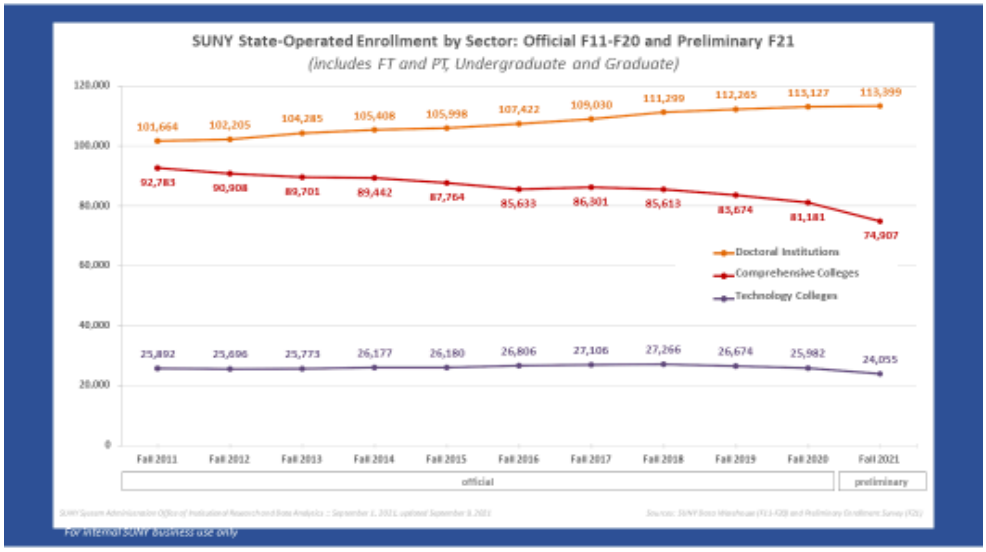
- Enrollment decline is a national phenomenon, not unique to SUNY. A major factor in New York is a change in population growth in the state. Specifically, enrollment decline has been observed with traditional-age college students, 18-24 years of age, and is at least partly attributed to decline in that age group within NY population. The pandemic has resulted in additional decline more recently. As can be seen below, Community colleges took the greatest hit in enrollment decline, followed by the Comprehensive Colleges (which includes OW), then the Technology Centers – from Fall 2019 (pre-covid-19 official data), to Fall 2021, based on preliminary data for Fall 2021. (Provost's Report)
    - SUNY‑wide ‑10.0%
    - Doctoral +1.0%
    - Comprehensive ‑10.5%
    - Technology ‑9.8%
    - Community Colleges ‑15.4%

- Figures are similar when examining enrollment for the past year, from Fall 2020 to Fall 2021 (preliminary data), with the greatest enrollment decreases in Comprehensive and Community colleges:
    - SUNY‑wide ‑4.7%
    - Doctoral +0.2%

    - Comprehensive -7.7%
    - Technology -7.4%
    - Community Colleges -6.1%
- Chancellor Malatras stressed that system-wide, the largest group of students lost during the pandemic were URM students.
- SUNY's overall declining enrollment trend has been evident for a decade. The university/doctoral degree centers are doing ok, and the technology colleges are holding their own, but the Community Colleges and Comprehensive Colleges have taken the greatest enrollment hits. *[SEE two graphs below, from Provost's Report*

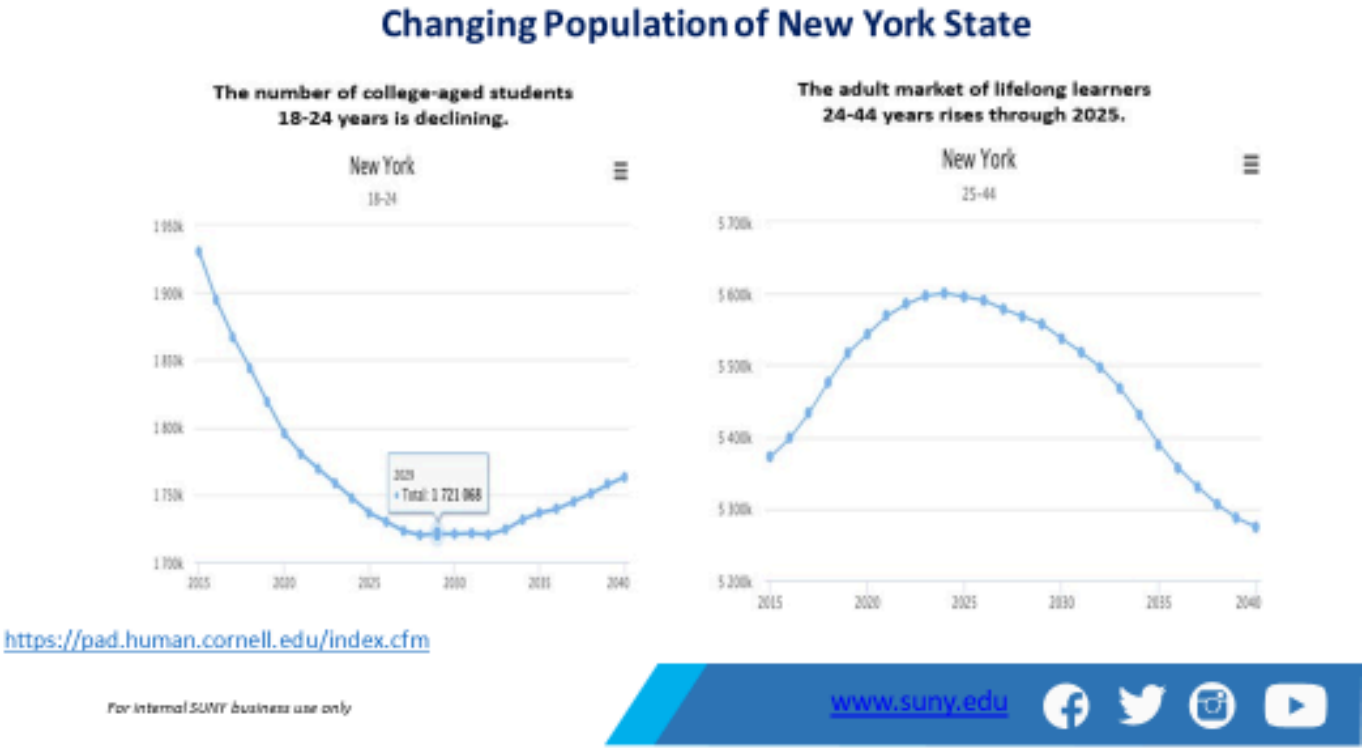


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- Changing population growth in NY over the past decade accounts for much of the decrease in traditional-aged students. SUNY is now targeting older "adult learners", sometimes

referred to as "life-long learners", who are 25-44 years of age and on the rise demographically, as well as traditional-age students. (Chancellor Malatras; Provost-in-Charge Sandvik) *[SEE graph below, from Provost-in-Charge Sandvik's Report]*



- SUNY wants faculty innovations – in new courses, new programs, and courses that lead to credentials, such as microcredentials, as a means of attracting students, including adult learners (Chancellor and Provost-in Charge). Both online and in-person instruction (i.e. flexibility) is also desired to better accommodate the life circumstances of students. And now that we have gone through the pandemic pivot, many students now want both options.
- SUNY is also considering making entrance exams such as SATs and GREs optional vs. required. Many schools did not require entrance tests during the pandemic, and SUNY is now giving it greater consideration as a system-wide policy. (Note: The UFS has already passed a resolution in favor of this and recommending SUNY adopt such a policy.)
- Additional strategies and approaches to increase enrollment were offered by Chancellor Malatras:
    - local networking and outreach (for e.g. to high school guidance counselors);

- **o** even stronger student success support to facilitate academic persistence to graduation, especially in the face of life stressors and other challenging obstacles many students encounter that can disrupt their education;
- **o** refurbishing/renovating older, unused structures for use for classes or other educational programs and activities – including in neighboring (off-campus) communities that are more conveniently located for potential students in the community;
- **o** marketing strategies that will appeal to prospective students, traditional-age and adult learners; AND,
- **o** building of campus-based endowments.

- The Chancellor wants to get the URM students lost during the pandemic pivot back. He also wants the (now) 55,000 NYS residents in online degree programs in other states. His vision of attracting new students to SUNY centers around letting potential students know they can have their choice(s) – in areas of study, in modes of education, and in movement across campuses as indicated – whether they determine such choices with the help of some type of advisement, or do so on their own using the SUNY website.

Budget

Relatively little was said about the budget, specifically the possible budget for next year. Greater discussion will take place at the Winter and Spring plenaries. Chancellor Malatras stressed the need for additional funds from the state for various purposes.

- SUNY hospitals and health science centers are "in crisis" because of covid-19. In addition to loss of staff with numerous vacancies that need to be filled, there has been significant loss of revenue due to cancellation of elective procedures during the pandemic. Decreased staffing is a national problem, making it difficult to draw new staff from other states. Malatras stated he advocated for "hazard pay" for hospital staff from the Governor (Cuomo) but was unsuccessful. (Overtime pay was granted.)
- A related problem is the shortage of nurses and competition for their services. Competitive salaries, such as that of travel service nursing ($10,000 a week) also making it harder to attract nurses to work in the hospitals with current salaries.
- The Chancellor knows we need more money for new physical spaces and state-of-the-art facilities on other campuses to keep SUNY on the cutting edge.
- He also wants more funding for mental health services and increased childcare on campuses, and financial aid for adult learners as well as for traditional-aged students.

SEE Approved Resolution (189-02-1) to influence development of Governor Hochul's Executive Budget so that NYS becomes a "national leader in sustainably and equitably supporting and advancing SUNY and CUNY's core academic missions."

Some good news:

- 20% increase in EOP funding (6.4 million dollars) in financial year 2022 budget, intended to support 1000 new EOP students This money will be used for "persistence funds" (to help EOP students with emergencies that could interfere with their education), and also for new EOP students and EOP advisors at 5 community colleges (not all of which have EOP programs).

- **More good news:** Share Our Strength, a non-profit dedicated to ending child hunger, is donating $250,000 to go directly to reducing food insecurity among/providing food-related assistance to SUNY students, esp. those who have children.

Covid-19 Update

- On June 15, 2021, the Governor announced that all state-mandated Covid-19 health and safety restrictions were lifted; On June 24, 2021, NY state ended the state disaster emergency declared for the pandemic.
- On July 7, 2021 (revised on July 8th), independent authority to manage most covid-19 protocols were returned to each campus. System-wide requirement of weekly mandatory testing of any unvaccinated persons, student or employee, would continue. Campuses have the authority to impose more restrictive protocols. With regard to contact tracing, local health departments are the now the designated points of contact.
- The state has issued a mandatory indoor mask requirement at all state-operated facilities for everyone regardless of vaccination status.
- All Management/Confidential employees at SUNY System Administration must be fully vaccinated against covid-19 as an on-going condition of employment.

Current status (as of 10/8/21) of SUNY community with regard to covid-19 vaccination and related procedures:

- Approximately 98.8% of the entire SUNY student body is in compliance; 2.5% were granted an exemption. These numbers are consistent with Old Westbury data (as of 10/28/21): 98% of students with on-campus presence have been vaccinated, and 2% have approved medical or religious exemptions. 99% of students residing on campus have been vaccinated.
- System-wide, fewer than 3,200 students are non-compliant, the majority of whom are at less than 10 campuses, and are non-residential students at community colleges.
- Vaccination rates for faculty, which has more variable, is ap. 90% system-wide. (Note: There may be some underreporting here, for a couple of reasons. Those teaching remotely may not have submitted their vaccination info to their campus. A second reason, given by a plenary past-president, is that even though he is vaccinated, he wants to get the weekly testing for covid-19, which is free and convenient on campus!
- Vaccination rates among OW faculty and staff are also lower and more variable (as of 11/1/21):

Re: Fall 2021:

- Preliminary estimates indicate ap. 375,000 students enrolled in both in-person and online courses, with ap. 250,000 students having a physical presence on campus.
- Campuses are reporting very low transmission rates, around .5% system-wide.
- According to SUNY policy, all campuses must require that any student or employee who is not fully vaccinated must submit to mandatory weekly testing (or be subject to discipline, including suspension.)

<u>Gen Ed Update and Takeaways</u>

- The SUNY Board of Trustees will meet in November to consider the revised SUNY GE policy for approval. If approved, draft guidance will be sent to campuses, and feedback from campuses will be collected and analyzed. Final guidance is expected to be distributed to campuses some time in December.
- Based on feedback from campuses, implementation of the SUNY GE has been pushed back a year: implementation will begin for students entering in Fall 2023.
- Two things were emphasized at the plenary, by both UFS President Landa and Provost-in-Charge Sandvik:
    - First, we were told multiple times to consider the new SUNY GE as a **"foundational framework" –** the minimal requirement. "Campuses have the ability to add to this foundation in ways that specifically address their mission and community." (Provost-in-Charge Sandvik's Report.)
    - *o* Second, it was equally stressed that the new Gen Ed should work in concert with seamless transfer. Thus, any campus Gen Ed requirements should not – must not require more than 60 credits (for AA-, AS- and baccalaureate-degree programs).
    - *o* Campuses must go through their own local review and approval processes regarding course offerings and where they fit in the SUNY GE scheme. Consistency in expected learning outcomes across campuses is thus a critical component, and it is expected that all transfer campuses will accept all GE courses from students' prior campus. ***Seamless transfer must be seamless.***

- Despite the displeasure expressed by many over some of the proposed changes, the addition of Diversity: Equity, Inclusion, and Social Justice as a required area is most definitely a win. Some discontent was expressed at the plenary over the inclusion of only three diversity dimensions (race, class, and gender). We were reminded that the new GE is a foundational framework, and that campuses could focus on additional diversity domains as they saw fit.
- The foundational framework view does allow campuses wishing to provide students a more complete liberal arts foundation some flexibility to do so. So, for example, if a campus Provost were in agreement with faculty that students should complete a more well-rounded set of courses, students could be required to complete that well-rounded set of courses – within SUNY guidelines – as a graduation requirement.
- SUNY intends to take de-centralized approach to oversight of SUNY GE compliance. System is leaving it up to individual campuses to carry out their Gen Ed program in

accordance with the new model. Ultimately, it is not just SUNY but also Middle States that must be satisfied with our Gen Ed program and compliance.

SUNY's New Digital Learning Environment

Kim Scalzo, Interim Executive Director of Academic Technologies and Information Services, gave this presentation, which was largely an introduction to our new digital learning environment (DLE): Brightspace's Desire to Learn (D2L) platform. She pointed out the advantages of the new DLE and outlined how the transition to D2L would proceed.

- Currently, several platforms are used across the SUNY system:
  - 48 campuses use Blackboard (contract ends 12/31/22)
  - 8 campuses use Moodle
  - 1 campus uses Canvas
  - 1 campus Open LMS
  - 2 campuses use Brightspace

  This has resulted in different configurations for each campus, different data elements and data structures for each campus, and tools such as web conferencing, proctoring, accessibility compliance and video hosting varying by campus. For students, this has meant changes in platform, course navigation, *etc.* from campus to campus. This can be problematic, for example, when students transfer from campus to another, or when students on one campus are taking courses or engaging in other academic work on another campus.

- The goal is to provide a unified digital learning environment across the SUNY system for students, faculty and administrators, with advantages such as:

  - a common, learning management system (LMS) application for students across campuses;
  - enhanced accessibility to students, which would be in compliance with SUNY Board of Trustees Electronic and Information Technology Accessibility (EIT) Policy;
  - a common set of online tools integrated with the LMS;
  - common templates (that may be used across campuses);
  - greater ability to fully utilize supports to faculty and students (such as SUNY Online and OER;
  - greater efficiency with seamless transfer and cross-registration;
  - greater information security from attacks/theft if all campuses are using the same system;
  - reduced overall licensing costs across the SUNY System along with the capacity to maintain or expand DLE;
  - greater efficiency in collecting critical data for strategic decisions; and
  - the capacity to leverage our size as a System when problems are addressed with vendor partners.

- Campuses will have choice regarding when to migrate to D2L. The plenary presentation proposed three "cohorts" – with an 11-13 month transition period consisting of three phases for each cohort: planning and IT/Academic Prep (four months, for example, from January/February to April), training and pilot implementation with "early adopter" faculty

(one full semester/summer sessions), and lastly, complete transition and "going live" with D2L use for all courses by all faculty (one full semester/fall semester).

- SUNY will work with each campus with regard to training, which is intended to be free (i.e. no costs to individual campuses). Trainings and support will be provided to faculty, students, ITS and helpdesk professionals, and System administrators. Training formats will include individual online and synchronous trainings, webinar series, trainings by campus-led teams, and student training modules.
- Note to Blackboard users who do not want to switch: Blackboard will be moving to a newer, "more modern interface" in the future that will not support current hosting options. So, Blackboard users would have to learn/experience major changes as well. However, some campuses may choose to transition later than others (by 2023 or 2024 vs. full transition for Fall semester 2022). Campuses that use Blackboard beyond the contractual period will require a "bridge contract" that covers the extended time for using Blackboard until they transition to D2L, and may have to pay a licensing fee to continue using Bb.
- In order for SUNY to achieve all of the benefits of D2L, all campuses must make the switch to D2L. Opting out is not an option.
- Contact Kim Scalzo (kim.scalzo@suny.edu) if you have questions regarding the "DLE Project" overall. Training questions may be addressed by Jamie Heron, SUNY Online Program Manager at the SUNY Center for Professional Development at (Jamie.heron@suny.edu).

Respectfully submitted,

Laurie Morris
University Faculty Senator

RESOLUTIONS

To:	SUNY University Faculty Senate
From:	Governance Committee
RE:	Proposal to Amend UFS Standing Rules
Date:	189th Plenary, October 7-9, 2021
Location:	Online
Resolution #:	189-01-1
Vote:	For: 39 / Against: 4 / Abstain: 2

RESOLVED, to strike, in UFS Standing Rules VII.1(a), "(a) *Regular Meetings of the Senate*

(reserved)" and replace it with:

(a) *Regular Meetings of the Senate*. Plenary meetings typically shall be held in-person. If the Executive Committee determines it to be necessary for public health or safety reasons, the meeting shall be held via synchronous video technology. Members are expected, when feasible, to have their video enabled throughout the meeting. Non-member participants are expected, when feasible, to enable video when recognized to speak.

To:	SUNY University Faculty Senate
From:	Communications Committee
RE:	Executive Budget Resolution
Date:	189th Plenary, October 7-9, 2021
Location:	Online
Resolution #:	189-02-1
Vote:	For: 43 / Against: 0 / Abstain: 2

RATIONALE:

WHEREAS the State University of New York (SUNY) and the City University of New York (CUNY), like other public higher education systems across the nation, in fulfilling their core academic missions, transform students' lives and life chances and serve their state as foundations for democracy, platforms for civic engagement, engines of economic development, pathways to the middle class, magnets for population growth and private investment, and generators of health, creativity, and innovation[1]; and

WHEREAS SUNY and CUNY had not fully recovered from the Great Recession when the COVID-19 pandemic imposed new risks, costs, stresses, and responsibilities on their students, staff, faculty, and leaders, with especially heavy burdens on their frontline student- and patient-facing workers; and

WHEREAS significant Federal pandemic relief funds have been made available to SUNY and CUNY campuses, yet those funds provide only short-term offsets to drops in recurring State support; and

WHEREAS Governor Hochul and the New York State Legislature have a unique opportunity to make New York State a national leader in sustainably and equitably supporting and advancing SUNY and CUNY's core academic missions; and

WHEREAS the SUNY University Faculty Senate (SUNY UFS) has worked closely in recent years with the SUNY Faculty Council of Community Colleges (SUNY FCCC) and the CUNY University Faculty Senate (CUNY UFS), and in alliance with the SUNY Student Assembly (SUNY SA), United University Professions (UUP), and the CUNY Professional Staff Congress (CUNY PSC) in advocating for New York State to become a national leader in investing direct state aid in SUNY and CUNY's core operating budgets[2]

RESOLUTION:

THEREFORE BE IT RESOLVED that the SUNY UFS urges Governor Hochul to craft an Executive Budget that makes New York State a national leader in sustainably and equitably supporting and advancing SUNY and CUNY's core academic missions by

- significantly increasing the share of public funds going to public higher education core operating budgets and decreasing the share of SUNY and CUNY core operating costs paid for by student tuition and fees, through such means as
    - fully funding all negotiated contractual increases;
    - fully funding other mandatory operating cost increases for *all* SUNY and CUNY institutions, thereby augmenting New York State's commitment to a robust maintenance of effort for SUNY and CUNY;
    - restoring essential mission funding to SUNY hospitals, thereby recognizing their crucial contributions to the capacity and resilience of New York State's medical and public health infrastructure;
    - immediately and permanently pegging the maximum Tuition Assistance Program (TAP) award to SUNY tuition each year and sunsetting the SUNY/CUNY Supplemental TAP Awards, thereby both closing and ending the TAP Gap;
    - pegging the maximum Excelsior Scholarship award to SUNY tuition and simplifying eligibility requirements;
- fully funding requests by the SUNY and CUNY Boards of Trustees for five-year capital plans addressing critical maintenance and new capital projects, as well as necessary accessibility upgrades to older buildings; and

FURTHER BE IT RESOLVED that the SUNY UFS calls on all SUNY campus governance bodies, along with all friends and all other good-faith partners of SUNY and CUNY, to speedily pass resolutions aligned with ours, and in those resolutions to encourage all students, alumni, donors, and current and former workers in or members of their body, in their capacity as citizens or residents of New York and/or supporters of public higher education, to urge Governor Hochul to make New York State a national leader in sustainably and equitably supporting and advancing SUNY and CUNY's core academic missions.

BACKGROUND:

1. According to a November 2018 Rockefeller Institute report, SUNY's economic impact is $28.6 billion ($6.83 billion in Long Island, $4.37 billion in Western NY, $3.94 billion in Central NY, $3.43 billion in the Capitol Region, $2.98 billion in the Southern Tier, $2.53 billion in New York City, $1.6 billion in the Hudson Valley, $1.32 billion in the Finger Lakes, $.82 billion in the Mohawk Valley, and $.78 billion in the North Country); every dollar invested in SUNY returns $8.17; and 78 percent of SUNY's 633,000 bachelor's degree graduates in 2006 worked in New York two years after graduation and 64 percent remained in the state eight years later.

According to higher education scholars Walter McMahon and Christopher Newfield, decision-makers consistently underestimate higher education's private non-market goods (on one's health, longevity, happiness, human capital, working conditions, job type and benefits, control over consumption, savings, and family size, and children's education and cognitive development), indirect private market benefits, nonmarket private benefits (both direct and indirect), and social goods (both direct and indirect), leading to an overemphasis on the "personal monetary benefit of a college degree," although this is really "only about one-third" of its "overall value" (Newfield 71).

2. See, for instance, the joint statement from the Executive Committees of SUNY UFS, SUNY FCCC, and CUNY

UFS from January 2016, “Invest in CUNY and SUNY,” SUNY UFS’s January 2019 “New Deal for SUNY and CUNY” resolution, and SUNY UFS’s January 2020 “SUNY/CUNY Budget” resolution.

Policy-makers need to take a hard look at New York State’s ranking in standard measures of the fiscal health of public higher education, including

- SUNY’s and CUNY’s shares of NYS’s general fund;
- NYS general fund shares of SUNY’s and CUNY’s core operating budgets;
- appropriations of NYS general funds for operating expenses of SUNY and CUNY per $1,000 of personal income in NY;
- appropriations of NYS general funds for operating expenses of SUNY and CUNY per capita in NY.

More general measures provide some insight into these matters.

NYS’s Appropriations and Rank of State Tax Funds for Operating Expenses of Public and Private Higher Education per $1,000 Personal Income and per Capita, 2008, 2014-2021

fiscal year	/$1K	rank	/capita	rank
2008	$5.70	38	$266.17	23
2014	$4.92	37	$269.98	20
2015	$5.00	32	$281.37	16
2016	$4.85	34	$286.96	19
2017	$4.77	34	$291.99	20
2018	$4.66	34	$302.76	16
2019	$4.60	34	$314.58	16
2020	$4.39	37	$314.12	18
2021	$3.97	35	$311.81	19

Source: Grapevine

What good reason can there be for New York State to be outside the top 20 in appropriations per $1,000 or the top 10 in appropriations per capita? Clearly, we have the capacity to be a true national leader; Governor Hochul is now in position to make us one.

NYS's Rank among States on State Support (mostly tax revenues and lottery profits) in Constant Adjusted Dollars for Operating Expenses of Public Higher Education per $1,000 Personal Income, per Capita, per Student FTE, as Share of Total State Revenues, and as Student Share (net tuition revenue as a percentage of total state revenue), 1980, 2001, 2008-2020

FY	/$1K (rank)	/capita (rank)	/FTE (rank)	State allocation (rank)	Student share (rank)
1980	7.7 (34)	313 (25)	11,504 (9)	5.7% (44)	20% (16)
2001	5.2 (44)	297 (38)	11,307 (20)	3.8% (48)	30% (23)
2008	5.9 (36)	352 (27)	11,589 (15)	3.9% (45)	30% (13)
2009	6.4 (36)	367 (21)	11,646 (8)	4.2% (46)	30% (12)
2010	6.1 (34)	358 (25)	10,956 (9)	4.2% (45)	33% (15)
2011	5.9 (30)	359 (19)	10,802 (7)	4.0% (44)	33% (12)
2012	5.3 (29)	329 (20)	9,873 (8)	3.6% (44)	36% (9)
2013	5.5 (29)	337 (16)	10,293 (8)	3.6% (44)	36% (9)
2014	5.4 (29)	341 (16)	10,525 (7)	3.6% (44)	36% (9)
2015	5.4 (30)	349 (15)	10,832 (7)	3.6% (44)	36% (10)
2016	5.3 (31)	349 (14)	10,984 (6)	3.5% (45)	37% (10)
2017	5.2 (34)	355 (14)	11,121 (7)	3.7% (44)	36% (11)
2018	5.2 (28)	363 (12)	11,351 (6)	3.5% (44)	34% (9)
2019	5.1 (30)	366 (13)	11,585 (6)		34% (10)
2020			11,657 (8)		34% (12)

Source: State Higher Education Executive Officers Association (SHEEO)

How have these kinds of funding decisions affected student debt in New York State?

Student Debt, by United States Average, New York State Average and Rank, Percentage of New York State Students Graduating with Debt and Rank, New York State Public Four-Year Average, and Percentage of New York State Public

Four-Year Students Graduating with Debt, 2008-2019

Grad Yr	US ave	NY ave (rank)*	NY %age (rank)*	NY 4Y Public ave	NY 4Y Public %age
2008	$21,167	$23,580	62%	$18,026	56%
2009	$22,522	$25,590	63%	$20,911	56%
2010	$23,540	$26,360	61%	$21,706	55%
2011	$24,854	$25,764 (19)	60% (25)	$20,561	54%
2012	$25,903	$25,686 (27)	60% (23)	$20,875	55%
2013	$26,406	$26,371 (25)	60% (26)	$21,720	55%
2014	$27,052	$27,822 (19)	61% (25)	$23,774	53%
2015	$27,992	$29,320 (18)	59% (31)	$24,307	52%
2016	$28,711	$30,303 (15)	58% (27)	$25,967	58%
2017	$29,000	$30,931 (13)	60% (15)	$26,380	54%
2018	$29,200	$31,127 (15)	59% (17)	$26,456	56%
2019	$28,950	$31,155 (16)	58% (22)	$27,638**	73%**

Source: College Insight

*Ranked from highest to lowest in student debt and percentage of students graduating with debt; that is, the closer to #1, the more student debt or the more students in debt there are in a state.

**Based on data for SUNY campuses only, as reported by College Insight

Imagine a New York State in which instead of slowing the rates of increase of average student indebtedness and the share of indebted students in SUNY and CUNY, Governor Huchul were to lead a more ambitious effort to significantly reduce both.

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United University Professions, "NY HEALS." https://uupinfo.org/resources/nyheals/, December 2020. Accessed 24 September 2021.

To:	SUNY University Faculty Senate
From:	Operations Committee
RE:	Resolution: Increase Flexibility in Telecommuting Policy and Work Plans
Date:	189th Plenary, October 7-9, 2021
Location:	Online
Resolution #:	189-03-1
Vote:	For: 27 / Against: 13 / Abstain: 2

RATIONALE:

WHEREAS the SUNY Workplace Flexibility-Telecommuting Work Plan[1] developed during the pandemic, which was recently amended and extended, will expire on December 31, 2021; and

WHEREAS a stable faculty and staff is essential to delivering and maintaining a quality on-campus student educational experience; and

WHEREAS without the ability to work remotely, there will be a negative impact on morale, work-life balance, and the ability to retain and recruit diverse faculty and staff; and

WHEREAS other state-system schools have put forth dynamic and effective telecommuting policies[2,3,4,5] that benefit employees and have demonstrated cost-savings; and

WHEREAS students will benefit from increased access to flexible instruction and campus resources and the example set by their educational experiences on SUNY campuses which may reflect the workplace of the future they encounter as alumni; and

WHEREAS in response to the New York State Climate Leadership and Community Protection Act (CLCPA), SUNY has a stated mission and goals to move SUNY campuses towards a sustainable future[6,7] and allowing flexibility for remote work plans is a potential space-saver; and

WHEREAS the current SUNY Workplace Flexibility-Telecommuting Work Plan creates burdensome and inflexible work requirements; and

WHEREAS the response to the COVID-19 pandemic was proof of concept that allowing flexibility for remote work can be optimized for enhancing instructional delivery using advances in educational technology;

RESOLUTION

THEREFORE BE IT RESOLVED that the SUNY University Faculty Senate supports the Chancellor's and the unions' efforts thus far and urges them to continue to work with the Governor's Office of Employee Relations to

- develop a more flexible policy designed with stakeholder input;
- focus on flexibility leading to productivity rather than formalized strictures for telecommuting policy;
- extend the SUNY Workplace Flexibility-Telecommuting Work Plan beyond December 31, 2021; and
- pursue a permanent policy.

[1] https://drive.google.com/file/d/15Qa_Oz17f1d2GgYKVXmZJCFeDRzAQkRO/view

[2] https://hr.berkeley.edu/policies/policies-procedures/university/telecommuting/policy-statement

[3] https://hr.uic.edu/telecommuting-policy/

[4] https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/telecommuting/

[5] https://hr.unc.edu/employees/policies/flexible-work-arrangements/

[6] https://www.suny.edu/sustainability/goals/

[7] https://sustainabledevelopment.un.org/partnership/?p=257

SUNY UNIVERSITY FACULTY SENATE

To:	SUNY University Faculty Senate
From:	Undergraduate Academic Policies and Programs Committee
RE:	Resolution on Contact Hours Policy for Applied Learning Experiences
Date:	189th Plenary, October 7-9, 2021
Location:	Online
Resolution #:	189-04-1
Vote:	For: 38 / Against: 1 / Abstain: 3

RATIONALE:

WHEREAS since 2015 the SUNY Board of Trustees has emphasized the importance of applied learning in the undergraduate educational program; and

WHEREAS the most recent Memorandum to Presidents from the Office of the Vice Chancellor for Academic Programs regarding the relationship of credit to contact hours for experiential learning is dated June 30, 1976; and

WHEREAS the 1976 SUNY Memorandum is outdated and does not reflect the actual credit/contact hour practices throughout SUNY, including the requirement for the student to satisfy clearly stated learning outcomes of college level learning; and

WHEREAS the 1976 SUNY Memorandum specifies that "When life or work experience is to be credited as a concurrent portion of an academic program design, as in an internship, one semester credit hour will be awarded for each 40-45 clock-hour week of supervised academic activity that provides the learning considered necessary to program study"; and

WHEREAS the definitions in New York State, Title 8, Chapter II §50.1(n) and (o) of the Regulations of the Commissioner indicate the **minimum** time requirements for awarding credit:

> (n) "Credit means a unit of academic award applicable towards a degree offered by the institution." (o) "Semester hour means a credit, point, or other unit granted for the satisfactory completion of a course which requires **at least** 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments, except as otherwise provided pursuant to section 52.2(c)(4) of this Subchapter. This basic measure shall be adjusted proportionately to translate the value of other academic calendars and formats of study in relation to the credit granted for study during the two semesters that comprise an academic year";

WHEREAS questions and discrepancies have arisen on SUNY campuses regarding the appropriate number of credits to award for applied learning experiences when clock hours worked do not align with the time necessary to achieve stated learning outcomes;

RESOLUTION:

THEREFORE BE IT RESOLVED that the University Faculty Senate recommends to the Chancellor that the SUNY Policy on the award of credit for Experiential Learning be amended to make it congruent with the current Commissioner's and Federal Regulations and state, "When life or work experience is to be credited as a concurrent portion of an academic program design, as in an internship, one semester credit hour will be awarded for **a minimum of 40 clock-hours of supervised academic activity** that provides the learning considered necessary to program study."

To:	SUNY University Faculty Senate
From:	Undergraduate Academic Policies and Programs Committee
RE:	A Resolution Reiterating University Faculty Senate Commitment to Education about Racism and American History and in Support of the "AAUP Joint Statement on Legislative Efforts to Restrict Education about Racism and American History"
Date:	189th Plenary, October 7-9, 2021
Location:	Online
Resolution #:	189-05-1
Vote:	For: 38 / Against: 0 / Abstain: 1

RATIONALE:

WHEREAS the American Association of University Professors (AAUP) issued a June 16, 2021, statement jointly with more than 100 scholarly associations and organizations stating their "firm opposition to a spate of legislative proposals being introduced across the country that target academic lessons, presentations, and discussions of racism and related issues in American history in schools, colleges and universities"; and

WHEREAS the SUNY University Faculty Senate (SUNY UFS) has a long history of supporting academic freedom, including critical examination of history; and

WHEREAS as Faculty of the University we are obliged to "participate significantly in the initiation, development and implementation of the educational program," and we seek to encourage the exchange of ideas and develop the critical thinking skills of our students; and

WHEREAS equity and inclusion in higher education, including an unflinching look at racism in the American past and present, is a crucial element of UFS's mission for the future of SUNY; and

WHEREAS in the past 24 months SUNY UFS has passed multiple resolutions in support of racial equity on college campuses and in college classrooms, including Resolution 186-01-1, Resolution 187-03-01, and Resolution 187-04-01;

RESOLUTION:

THEREFORE BE IT RESOLVED that the SUNY University Faculty Senate, supporting the letter and spirit of the "AAUP Joint Statement on Legislative Efforts to Restrict Education about Racism and American History," will add their name as formal signatories to the statement; and

FURTHER BE IT RESOLVED that the SUNY UFS calls on SUNY campus governance bodies to individually endorse the AAUP Joint Statement; and

FURTHER BE IT RESOLVED that the SUNY UFS calls on its President, Officers, Executive Committee, campus governance leaders (CGLs), and Senators to use their positions as higher education leaders to educate their communities on the dangers of such described legislation and the importance of racial equity and academic freedom.

BACKGROUND:

AAUP Joint Statement on Efforts to Restrict Education about Racism:
https://www.aaup.org/news/joint-statement-efforts-restrict-education-about-racism

SUNY Policies of the Board of Trustees Art. X. § 4., 2021
https://www.suny.edu/media/suny/content-assets/documents/boardoftrustees/SUNY_BOT_Policies_August2021.pdf

SUNY UFS Resolution 186-01-1
https://system.suny.edu/media/suny/content-assets/documents/faculty-senate/plenary/186-01-1_eid_racial_equity_and_social_justice_curriculum.pdf

SUNY UFS Resolution 187-03-1
http://www.sunyufs.us/uploads/1/1/6/9/116933050/187-03-1_blm_board_of_trustees_black_lives_matter.pdf

SUNY UFS Resolution 187-04-1
http://www.sunyufs.us/uploads/1/1/6/9/116933050/187-04-1_university_faculty_senate_black_lives_matter.pdf

TO:	SUNY University Faculty Senate
FROM:	Executive Committee
RE:	Resolution: Ram Chugh Senate Outstanding Service Award for Norm Goodman
DATE:	August 18, 2021

RATIONALE:

WHEREAS Norm Goodman has served the University Faculty Senate as Senator from Stony Brook University, with terms spanning parts of three decades; and

WHEREAS he chaired the SUNY General Education Implementation Committee in the late 1990s, returning faculty control of the curriculum following a Board of Trustees directed implementation of a new General Education framework; and

WHEREAS he chaired the task force on Campus Governance Leaders, leading to the current practice of campus governance leader participation in University Faculty Senate plenaries; and

WHEREAS he provided lengthy, engaged, and productive service as the Editor of the UFS Bulletin; and

WHEREAS he chaired the Undergraduate Committee for many years; and

WHEREAS he served a term as UFS Vice President / Secretary; and

WHEREAS he led a UFS visitation team for Alfred State College; and

WHEREAS Norm served on the faculty of Stony Brook University for 56 years (Go Seawolves!), as member and Chair of the Department of Sociology; and

WHEREAS he served as President of the Senate for the College of Arts and Sciences, and as President of the Stony Brook University Faculty Senate; and

WHEREAS he is recipient of both the Distinguished Teaching Professor and Distinguished Service Professor awards:

RESOLUTION:

THEREFORE BE IT RESOLVED that the Executive Committee of the University Faculty Senate

bestows upon Norm Goodman the Ram Chugh Senate Outstanding Service Award, with all the recognition and privileges therein.

BACKGROUND:

PURPOSE OF THE AWARD

The Ram Chugh/Senate Outstanding Service Award is conferred by the University Faculty Senate Executive Committee. Nominees for the award must have achieved a reputation for outstanding service in the area of faculty governance at the System and Campus levels. Consideration will be given for a sustained level of commitment for a minimum of five (5) years.

https://system.suny.edu/facultysenate/awards/chugh-award/