

Faculty Senate
Minutes, November 6, 2012

CHAIR

- Zubrow, Ezra

SECRETARY

- Herman, Edward

SCHOOL OF ARCHITECTURE

COLLEGE OF ARTS & SCIENCES

- Baumer, William
- Churchill, Melvyn
- Cortes, Joaquin
- Durbin, Steven (Excused)
- Palmer, Harvey
- Weinstein, Bernard

SCHOOL OF DENTAL MEDICINE

- Davis, Elaine
- Miller, Ray

SCHOOL OF EDUCATION

- Cooke-Cottone, Catherine
- Lee, Gloria
- Wang, X. Christine
- Yang, Lynne

SCHOOL OF ENGINEERING

- Alexandridis, Paschalis

- Fam, Adly
- Filiatrault, Andre
- Mollendorf, Joseph
- Wetherhold, Robert

SCHOOL OF PUBLIC HEALTH AND HEALTH PROFESSIONS

- Kiviniemi, Marc
- Rowe, Donald

SCHOOL OF MANAGEMENT

- Smith, Sanjukta
- Talukdar, Debu

SCHOOL OF MEDICINE & BIOMEDICAL SCIENCES

- Fine, Edward
- Gelfond, Daniel
- Joshi, Prashant
- Silvestri, Nicholas
- Singh, Ranjit
- Stachowiak, Michal

SCHOOL OF NURSING

- Dean, Grace

SCHOOL OF PHARMACY

- Ceacareanu, Alice

SCHOOL OF PUBLIC HEALTH AND HEALTH PROFESSIONS

- Kiviniemi, Marc
- Rowe, Donald

SUNY SENATORS

- Gottdiener, Jennifer
- Kielar, Kathleen
- Nickerson, Peter

UNIVERSITY LIBRARIES

- Belford, Rebecca

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- President Tripathi
 - Provost Zukowski

Guests

- Lande, Ann Marie

- The Faculty Senate recognized the passing of Paul Kurtz (Philosophy Department).
- **Minutes** of the October 2, 2012 meeting were approved.

- **Chair's Report**

- Zubrow reported on the October SUNY Faculty Senate meeting. Given that the new SUNY budget model is very beneficial to University Centers, comprehensive colleges raised objections. See below for details reported by Kathleen Kielar.
- The UB Faculty Senate should have taken a stronger role in identifying individuals for Chancellor's Awards and distinguished professors/librarians, but has failed to do so. Zubrow and Lucinda Finley spoke about future corrections.

- Cary Nelson, former President of AAUP, spoke at UB on November 5 about “What to do when offered a deal with the devil.” He chaired an AAUP committee that recommended how to maintain academic freedom and academic integrity while working through public-private partnerships with industry. The joint task force created by Zubrow and Alexander Cartwright, the Vice President for Research, will address related issues.
- Scott Weber, Vice Provost and Dean of Undergraduate Education, spoke about the recent past and future of **undergraduate education** at UB. [Click here](#) to view his presentation. The minutes summarize selected key points.
- UB initiated its “Finish in 4” program this semester. It guarantees incoming freshmen that they will graduate in 4 years, providing they follow expectations created between themselves and their advisors. To accommodate this (slide 4):
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 - The University created 317 new sections and 12,028 new seats for students in “bottle neck” courses that are particularly crowded.
 - UB will adopt a “portable” advising system that will allow student records to migrate among advisors in different areas more readily.
 - Winter intersession classes will be initiated. UB is the only SUNY university center that until now did not have these opportunities.
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 - UB has a good retention rate between freshman and sophomore years. We must now work towards improving the rate between sophomore and junior years.
 - Weber noted several initiatives that he expects will improve the academic experience. (slide 5)
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 - Creation of two new undergraduate academies for Entrepreneurial Academy and Sustainability
 - Center for Writing Excellence
 - Sponsoring 25 additional Discovery Seminars in the Spring 2013 semester.
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 - International enrollment at UB increased approximately 25% since 2004 from 3,049 to 3,916 (slide 21).

- Undergraduate tuition at UB is among the lowest of public universities in the nation. (Undergraduate residents--\$7,989 and non-residents--\$8,609 per academic year) (slide 9).
- When considering average freshmen net price (costs minus scholarships and financial aid), UB has the lowest cost when compared to selected New York State private institutions, \$5,415. (Slide 11)
- UB maintained median SAT scores at a relatively constant level while still increasing acceptance rate of freshmen (slide 12).
- UB hopes to improve its 4-year graduate rate from 47% to 55% and the 6-year rate from 71% to 75%.
- The University expects revenue of \$206 million from tuition and \$149 million from tax revenue in 2012/2013 (slide 22).
- The new SUNY budget model is enrollment driven. Improving the management of enrollment is significant. The University will: (slide 6)
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- Recruit for a Vice Provost for Enrollment (underway now) and Directors for Undergraduate Admissions and Financial Aid (searches to start soon).
- It will also provide more scholarship opportunities.
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- This will be challenging because the projected number of future high school graduates are declining. UB expects the "Finish in 4" program to attract students from this smaller pool.

The model recognizes differential costs among diverse programs. The following data illustrates revenue per student based upon Fall 2011 patterns. This includes tuition, fees, and state support (chart based upon slide 23). The chart considers psychology students as typical of most undergraduates studying social sciences or humanities.

Program	Resident	Nonresident
MD	\$91.5K	\$116.6K

Law	\$35.7K	\$50.1K
MBA	\$20.7K	\$27.9K
Engineering UG	\$18.2K	\$28.8K
Poli Sci Grad	\$16.3K	\$23.6K
Undecided UG	\$14.2K	\$24.8K
Psych UG	\$13.6K	\$24.2K

- Challenges facing UB include: (slide 25)
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- Meeting enrollment expectations.
- Meeting the goals of NY SUNY 2020.
- Improving student quality.
- Improving time to degree.
- Maintaining UB’s favorable student debt load at graduation.
- Developing an assessment culture consistent with the needs of accreditation.
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- Report on the **SUNY Faculty Senate** meeting, October 25-27, 2012) (Kathleen Kielar) (Reproduced as Appendix A) The minutes summarize key points:
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- Senators discussed the new SUNY Resource Allocation Model (RAM) that governs distribution of \$787.2 million of state support to 29 campuses. Vice Chancellor for Financial Services and Chief Financial Officer, Brian Hutzley, present a budget report. RAM corrects two problems of the previous financial model, outdated costs of instruction and outdated enrollment levels. The new model, which accounts for cost differentials among various kinds of programs, benefits UB. See Appendix A for two charts, Two charts—the Effects of the New Tool and analysis of its Impact & Implementation.

- SUNY Provost, David LaValle, hopes to make SUNY the most transfer friendly higher education system in the nation. According to his plan SUNY students who achieved associate degrees will be guaranteed:

-
- Transfer of at least 60 credits of coursework toward their bachelor's degree.
- Up to 30 credits of general education courses in ten subject areas.
- No repeat courses with the same (at least 70%) content.
- Transfer to at least one SUNY 4-year campus.

Information about transfer students is at <https://www.suny.edu/student/transfer.cfm>.

- The University Centers asked chancellor Zimpher 3 questions about:
 - Availability of research funding for undergraduate students. Zimpher was unaware of past funding, but she expressed willingness to ask the state for moneys.
 - Protections to ensure that private/public partnerships are transparent. She agreed that such relationships ought to be transparent.
 - Concern about the need to better recognize electronic publication by faculty in the tenure process. Zimpher thought it is appropriate to review electronic publications in the tenure process.
- The Senate enacted three resolutions.
 - A resolution to support the Board of Trustees actions relating to Downstate Medical Center.
 - The necessity for each campus to have its own president.
 - An expression of support for transitional funding that help campuses deal with the new budget model.

Prepared by
Edward Herman, Secretary
Faculty Senate

- **Appendix A**

Notes from the SUNY Faculty Senate Fall Plenary

SUNY Oswego

October 25 – 27, 2012

Submitted by: Kathleen M. Kielar, Ph.D.

Notes from the SUNY Faculty Senate Fall Plenary

SUNY Oswego

October 25 – 27, 2012

Submitted by: Kathleen M. Kielar, Ph.D.

As this was my first Plenary session, I found it at times to be overwhelming in the amount of information presented. The following is a synopsis of the events that occurred at the meeting.

Thursday, October 25th

Once arriving on campus, new senators attended a Senator Orientation session. This session provided an overview of how the actual Plenary would be run, what we could expect, and what our role was. We also learned about the history and the role of the SUNY Faculty Senate in the governance of SUNY.

Friday, October 26th

Early in the morning we heard various reports from the Executive Committee and the President's

report. Both reports talked extensively about the concern many smaller SUNY campuses have about the implementation of the new Resource Allocation Model (RAM for short). This is the formula by which the state support (roughly \$790 million) is divided up and distributed to 29 state operated campuses across the system. This new model was designed to create a allocation model that better reflected the needs of campuses, and at the same time allow for a stable model that will allow campuses to plan 5 years in advance. Prior to this most campuses could not plan further than 6 months in advance. The new model is up to date data driven and is based on a "fair share" approach: State Support is distributed equitably based on discipline and level mix while accounting for variance in tuition revenue by level. It works hand in hand with Rational Tuition & Maintenance of Effort to provide an opportunity for predictability and planning on all campuses. The President of the SUNY Senate, Kenneth O'Brien, stated in his report that there would be winners and losers of this plan; where the winners would be the university centers like the University at Buffalo.

After these reports, we then met in our sector sessions. Sector sessions are like-campus across the state. For the University at Buffalo, we are considered a University Center and met with the other University Center SUNY Senators. Other University Centers included the University of Binghamton, University at Albany, and Stony Brook. This meeting gave the University Center representatives the time to update each other of current events on their campuses, as well as discuss questions the University Centers have to the Chancellor who would be at the meeting later in the day. Again, the discussion evolved to the Resource Allocation Model as well as common interests of the funding of Undergraduate Research, Private/Public business relationships, and the weight of online/electronic faculty publications in the tenure process.

In the afternoon, the entire SUNY Faculty Senate received reports from the SUNY Retirees Service Corp., the Faculty Council of Community Colleges, and the SUNY Student Assembly. These reports can be found on the SUNY Faculty Senate webpage at <http://www.suny.edu/facultySenate>.

There were three main reports that occurred in the afternoon that I'd like to focus on in my report to you.

Provost's Office Report – David Lavallee, Executive Vice Chancellor and Provost

Dr. Lavallee presented on the topic of Student Mobility [[Click here](#) to view his presentation]. This has

been another issue of concern among the SUNY Campuses. In an effort to improve Student Mobility, the Office of the Provost has been charged with developing a policy that make SUNY the most transfer friendly higher education system in the country. Lavellee cited national statistics the most prevalent destination for transfer students is two year public institutions. In other words, transfer students are transferring between two year institutions more than they are transferring between two year and four year institutions.

They are seeing similar patterns within SUNY. For all students who earned an undergraduate degree in 2010-2011, 46.4% of baccalaureate degrees; and 27.1% of associate degrees were awarded to transfer students. On a semester by semester basis, among all students who transferred to SUNY campuses 47.6% went to SUNY Community Colleges and 52.3% went to SUNY State Ops.

Understanding this data we see that transfer is everyone's business. As a system, there is a need to support omnidirectional transfer student success. There is a basis for seamless transfer. All SUNY

A.A. and A.S. graduates will be guaranteed:

- Transfer of at least 60 credits of coursework toward the bachelor's degree
- Up to 30 credits of general education courses in ten subject areas
- No repeat courses with the same (at least 70%) content
- Transfer to at least one SUNY 4-year campus

SUNY Policies are making seamless transfer work – Beyond General Education

Major Requirements in the first two years:

- 37 transfer Paths (58 majors) in the most popular disciplines
 - Covers 95% of all transfer students within SUNY
- 140 core courses defined by faculty committees
 - Over 400 faculty from both 2 year + 4 year campuses

- Nearly 15,000 courses in the mobility database

These courses are **guaranteed** to transfer to SUNY campuses.

For more information on Student Mobility, contact information is:

Academic Affairs

David Lavallee

Provost

David.lavallee@suny.edu

518-320-1251

Provost Student Mobility Page: http://www.suny.edu/provost/academic_affairs/studentmobility.cfm

Student Mobility

Dan Knox

Student Mobility Project Coordinator

Daniel.knox@suny.edu

518-320-1155

Student Mobility Page: <https://www.suny.edu/student/transfer.cfm>

Degreeworks

Dave DeMarco

Information Technology: Degreeworks Project Manager

Dave.demarco@suny.edu

518-320-1317

Confluence site for Degreeworks: <https://confluence.itec.suny.edu/confluence>

**SUNY Finance Report – Brian Hutzley, Vice Chancellor for Financial Services and Chief
Financial Officer**

Mr. Hutzley reported on the implementation of the SUNY Resource Allocation Model. There will be \$787.2 Million to allocate to SUNY Campuses. With this allocation, SUNY felt it was necessary to have a new allocation tool for the following reasons:

- SUNY’s current method of allocating funds is broken
 - Two of the major components are outdated: specifically cost of instruction and enrollment levels
 - Distribution of cuts was not done consistently. Creating allocations that did not address strategy, mission, or enrollment changes over time.
- Limited resources must be allocated to meet the instructional needs while acknowledging SUNY’s unique composition and broad missions
- Establishing an intelligent tool for allocating funding will ensure SUNY is nimble and able to adapt and excel in the face of a changing educational and fiscal environment.
- The prior tool is outdated and used many assumptions:
 - Based on SUNY-centric direct instructional expenditures
 - Old cost data had been estimated, prorated and factored down and did not align with true cost of instruction
 - Costs were set in 2003 and were not differentiated between sectors
 - Overall costs in higher education have increased by 29 percent since 2003
 - Low cost discipline types in the lower division area such as Business were valued at \$1,706/FTE, versus \$4,075/FTE in the new tool
 - Funded enrollment frozen at 2007-08 levels
 - 8 percent enrollment growth: 187,427 AAFTE versus 172,628 AAFTE
 - Provided funding for centers and institutions that no longer exist

There is a need for a better model that optimized the system’s limited resources, that is responsive to strategic goals, acknowledges campus differences, is sensitive to each campus (and to campus retention of tuition), is rational and data driven, and is predictable and useful for longer term planning.

The new model components consist of:

- Cost/Enrollment
- Research
- Academic Mission Adjustments
- Geographic Differential

This new tool is different than the old model in that is is:

- Data Driven:
 - Adopts nationally normalized, up to date external costs
 - Based on a "fair share" approach: State support distributed equitably based on discipline & level mix while accounting for variance in tuition revenue by level
 - Works hand in hand with Rational Tuition & Maintenance of Effort to provide an opportunity for predictability and planning
 - New tool enhances focus on enrollment & costs as main drivers of allocation
 - Moves away from various distributions used from 2008-09 through 2011-12 that did not recognize mission, strategy, or enrollment changes
 - Geographic costs differences are still acknowledged but are now base on accurate, contractual based costs
 - Mission Adjustment, which are based on Academic Mission, are included in the Enrollment/Cost Component
 - Small Campus Adjustments are eliminated:
 - As directed, many campus have driven efficiencies and enrollment improvement eliminating the need
 - Transition funding available to support campuses over a three year period
 - Shared Service will provide additional offsets as planned

Mr. Hutzley then reported supporting data for the need to change in the age of enrollment data, and the impact of reductions that occurred 2007-08.

The implementation of the new tool is as follows:

- 2012-13: Transition and planning – no impact
- 2013-14: 30% to total impact
- 2014-15: Additional 30% of total impact
- 2015-16: Remaining 40% of total impact

- 2016-17: 100% implementation

Effects of the New Tool

Sector	New Tool Impact	Mitigating Impact*
Research Centers/Other Doctoral	<ul style="list-style-type: none"> • Overall Increase in State Support of 1.8% (\$10 M) <ul style="list-style-type: none"> • Increases <ul style="list-style-type: none"> • 3 campuses • Largest increase of 11% • Decreases <ul style="list-style-type: none"> • 5 Campuses • Largest decrease of 18.6% 	<p>Transitional Funding to Be Provided or Received in Years 1-3; Additional Funding Options for Downstate to be Explored</p>
Comprehensive	<ul style="list-style-type: none"> • Overall Decreases in State Support of -4.0% (\$7.1 M) <ul style="list-style-type: none"> • Increases <ul style="list-style-type: none"> • 3 campuses • Largest increase of 5.2% • Decreases <ul style="list-style-type: none"> • 10 campuses • Largest decrease of 21.6% 	<p>Transitional Funding to Be Provided in Years 1-3</p>
Technology	<ul style="list-style-type: none"> • Overall Decreases in State Support of -4.3% (\$2.7 M) <ul style="list-style-type: none"> • Increases 	<p>Transitional Funding to Be Provided in Years 1-3</p>

	<ul style="list-style-type: none"> • 3 campuses • Largest increase of 13.2% • Decreases • 5 campuses • Largest decrease of 27.0% 	
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Impact & Implementation

	2013-14	2014-15	2015-16	2016-17
Total Downward Adjustments	(\$4.2 M)	(\$12.3M)	(\$22.7M)	(\$24.0M)
Total Upward Adjustments	\$4.2 M	\$12.3M	\$22.7M	\$24.0M

Mr. Hutzley talked about the ability for campuses to receive transitional funding. Campuses that want to request the funding must provide short term and long term plans to ensure campuses are able to work towards a fiscally viable position: Getting everyone on their bottom line. Campuses will submit plans demonstrating need and use of funds. The transitional funding is not a permanent adjustment; it will be phased out over implementation period.

The Transitional Funding Recommendation he put forward include:

- Available to only certain campuses based on Mission Review Meeting (Academics, Finance, Operations)
- Additional support through the SUNY loan process/policy as needed requested: The support is out of the tool.
- Transition funds require an investment and improvement plan

- Funding to be used for driving improvements, addressing the issues
- Regular meetings, discussions and updates
- System-wide support to address broader issues will also be required:
 - Recruiting & Marketing
 - Enrollment & Program Support
 - Retention & Student Success
 - Transfer Programs & Partnerships
 - Shared Services & Investments in Savings

Sector Reports with Chancellor Nancy Zimpher

Each SUNY Sector was to report on their sectors, as well as provide three questions to the Chancellor. The University sectors inquired about research funding for undergraduate students, protections to ensure that private/public partnerships are transparent, and concern about the need to better recognize electronic publication by faculty in the tenure process. The Chancellor was not aware of the previous funding for undergraduate research, but expressed hope that she could ask for funding for this from the state as this would easily fall within the research component of SUNY. As for private/public partnerships, she could not agree more with the need for transparency and the need for integrity. These relationships are on a case by case basis and she felt the details will be resolved in the negotiations. Finally, she also agreed that electronic publications should be reviewed for the tenure process.

Saturday, October 27th

The Senate reviewed and passed three resolutions. They were:

- Support of Downstate Medical Center

A resolution to support the current Board of Trustees actions to support the Downstate Medical Center that is currently undergoing significant financial challenges, due in large part to its provision of medical services to a population that includes a large proportion of the indigent and underinsured, changing reimbursement rates for government programs, and a failure by the state to maintain its support.

- Necessity for Campus Presidents

A resolution to support that each SUNY campus have its own president to pursuit academic excellence and conduct external relations/fundraising. "Systemness" in the concept of campuses sharing presidents has been questioned by Middle States and reports filed by the three campus alliances provide no support for the principle.

- Need for Transitional Funding with the New Resource Allocation Tool

This resolution supported the need for transitional funding beyond the three year implementation period for campuses that showed the need for such funding.

SUNY Committee Reports were also given and can be seen at the Faculty Senate Web Site at: <http://www.suny.edu/facultySenate/> Committee reports were received from the following Committees:

- Committee on Diversity and Cultural Competence
- Committee on Ethics and Institutional Integrity
- Programs and Awards
- Student Life
- Governance
 - Two Bylaw changes were proposed
 - Electronic Meetings – how they were handled
 - Executive Committee Expansion – allowing non-elected SUNY Faculty members (committee chairs) to attend meetings
- Graduate and Research
- Undergraduate
- Operations