# UNIVERSITY FACULTY SENATE REPORT

**Cornell University, Ithaca**
## January 26-28, 2012

## SENATE PRESIDENT'S REPORT
**Ken O'Brien** (SUNY Brockport).
President's Report
Winter Plenary  January 2012
Ithaca, NY

President O'Brien did not provide a written report however the following  topics were discussed.

- Our longtime parliamentarian and colleague Ed Alfonsin passed away in January after a long illness. The UFS is planning a memorial for our next plenary. Joe Hildreth provided a nice tribute to Ed. Sharon Cramer has agreed to serve as our parliamentarian.
- Senate supported events
  - Office of Diversity, Equity and Inclusion STEM conference in October 2011
  - Student Artwork show in NYS museum and SUNY Administration building.
  - McNair Conference hosted in Buffalo
  - Discovery: An Undergraduate Showcase on February 29 in the Legislative Office buildings.
- General Education, transfer, and SUNY as a system. There has been a fair amount of discussion about the CUNY administration's process for implementing their new Pathways curriculum. A shared governance process was apparently not followed.
- The Chancellor has made a commitment to shared governance with the UFS and FCCC Presidents serving on the shared governance transformation team for strategic planning. There is considerable concern that curriculum program reviews should have significant faculty input. Ken indicated that the administration controls the shared governance process because they control who is at the table.
- The UFS President asked the Governance committee to undertake and evaluation of his performance. The President noted that some senators commented that he was too much of a cheerleader for the Chancellor. He responded by noting that this Chancellor is at heart an academic who has risen through the administrative ranks. She has included faculty governance extensively. A diplomatic approach will allow faculty to have their concerns heard and help us influence good policy.
- A perennial concern for faculty governance is the impact that our formal statements may have on actual policy. The Chancellor has established a tradition of responding to our resolutions via letter. Once received, the response letters from the Chancellor are posted on the SUNY Senate web site.
- Carl Wiezalis noted that the UFS is an advisory body. We need to strive for active communication with our administrators and faculty colleagues.

- Presidential Search Process guidelines- The UFS has had an influence on the newly approved search process (passed by the BOT on January 25, 2012).
- The Chancellor and the Governor will be looking to the SUNY system to integrate processes and function more efficiently together. This will be the next topic in the Chancellor's series of major SUNY conferences.
- The efficiency will also be reflected in transfer mobility. Chancellor in her state of the university indicated: " we will now tackle, together, the complete transfer of a SUNY AA or AS degree to satisfy gen-ed requirements at a SUNY four-year institution."

## CAREY HATCH, Associate Provost for Academic Technology and Information Services

The Associate Provost spoke about the influence of disruptive technology in higher education. The traditional university structure is being challenged by a disruptive, innovative technology called the World Wide Web. This technology has allowed for-profit educational institutions and innovative traditional universities and colleges to offer skill training and coursework in a non-tradition format that is reaching a wide student base. Mr. Hatch provided a series of web links and resources that can be found at the end of this report.

## BRIAN HUTZLEY, Vice Chancellor for Financial Services and Chief Financial Officer

Mr. Hutzley provided a PowerPoint presentation that outlined the shared services plan. He indicated that by moving 5% of administrative cost savings to instruction over next 3 years, they expect to see $100 million shifted to instruction. The savings will come from four areas: Strategic sourcing, IT Transformation, Transaction Processing, and Campus Alliance Network.

## BETH BRINGSJORD Vice Provost for Academic Affairs
- Discussed SUNY Master Plan 2012-2020 requirements
- SUNY is going to hire a Student Mobility coordinator soon
- Strategic Enrollment management analyst also to be hired
- System wide degree audits. The scribing of curricula has begun.
- Deactivation and Discontinuances. The UFS was instrumental in obtaining a sign off that indicates that major curricular changes like deactivations and discontinuances have gone through a shared governance process.
- Middle states Accreditation. 15 SUNY campuses are up for renewal this year.

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**NANCY ZIMPHER, CHANCELLOR**

- The Chancellor fielded questions from Senators about our sector concerns and touched on several topics from her State of SUNY address.
- Rational tuition and NYSUNY 2020 initiative are a reality
- "Discovering Systemness" is a theme that we will be hearing more about.
- Discussed a concept she calls the Iron Triangle where cost, productivity, access and completion are measured and analyzed.
- Discussed shared services and how 5% of administrative spending will be equivalent to $100 million for instruction
- Performance based allocation of resources called FAST. (Finance and Administration Strategy Team).
- Being nimble with data. The system is challenged when collecting data because there are so many different information technology systems being employed. The Chancellor indicated that if the data we want or are asked for are not in IPEDS, we have no good way of collecting it yet.
- Reducing the need for remediation spending at SUNY. The system spends about $70 million on remediation for higher education students. We need to work closely with our K-12 partners to reduce this need.
- Transfer mobility: The provost's office continues to make progress to aid students to move between SUNY institutions seamlessly.
- Open SUNY. The Chancellor spoke about the need to examine our traditional model of teaching and learning. SUNY needs to be aware of the trends and disruptive technology that is changing how students access higher education. The Chancellor spoke about chairing COIL (http://coilcenter.purchase.edu/). Spoke about the SUNY Learning Network, Empire State College, iTunesU; and initiatives with Carnegie Mellon open access courses.

**UNIVERSITY CENTER SECTOR CONCERNS/QUESTIONS**

The University Centers senators had a lively discussion during the Cornell Plenary. The main points that we considered:

1. Professional representation on presidential search committees. Professionals play a key role in the delivery of high quality higher education on SUNY campuses. Professionals are involved at all levels of curriculum development, academic support, and student services. The sector is in favor of encouraging the Chancellor and the BOT to reconsider the guidelines to allow greater professional input.

2. We also discussed the Binghamton model of representational presidential searches. The faculty at Binghamton University has requested that a second committee of faculty representatives be included in the final stages of a presidential search. We are aware of the tricky nature of high level searches and the desire of candidates to have their candidacy remain secret but a total secret search is not ideal for faculty.

**Reports for the Following Committees are available at http://www.suny.edu/facultysenate/standcmterpts.cfm**

- Committee on Diversity and Cultural Competence
- Committee on Ethics and Institutional Integrity
- Governance Committee
- Graduate and Research Committee
- Operations Committee
- Programs and Awards Committee
- Student Life Committee
- Undergraduate Academic Programs and Policies Committee

Respectfully submitted,

Daniel D. White,

Shadi Shahedipour-Sandvik, and

J. Philippe Abraham

SUNY Faculty Senators

# UNIVERSITY FACULTY SENATE REPORT

**University Faculty Senate**
**Executive Committee**
**160th Plenary**
**Cornell University**
**January 28, 2012**

**SUNY University Faculty Senate Resolution on CUNY's Failure to Use the Principle of Shared Governance in Establishing a New Curriculum**

Whereas a core principle of college and university governance is the faculty's responsibility for designing and teaching

the curriculum, and

Whereas a core principle of shared governance is that the agency by which faculty are appointed to campus-wide or

system-wide curriculum committees is the faculty governance organization, and

Whereas the administration of the City University of New York bypassed the appropriate faculty governance committees

to approve Pathways, its new general education program for the University, and

Whereas Middle States, Standard Four documents the necessity for faculty governance in the development and delivery

of curricula, and

Whereas the American Association of University Professors has termed the process by which this curriculum was

designed as one that runs "counter to generally accepted standards of governance,"

Therefore, Be It Resolved

The SUNY University Faculty Senate urges the CUNY administration to 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 institutional censure by national organizations, accreditation by Middle States and disrepute for the

University.

160-01-1

Resolution on CUNY's Failure to Use the Principle of Shared Governance in Establishing a New Curriculum

January 28, 2012

Passed Unanimously

# UNIVERSITY FACULTY SENATE REPORT

**University Faculty Senate**
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**January 28, 2012**

**Resolution Supporting the Board of Trustees' January 25, 2012 Resolution "Equitable Financial and Educational Access to Higher Education for New York's Undocumented Immigrants"**
**(The DREAM Act)**

**Whereas,** the SUNY Board of Trustees passed a resolution in support of equitable financial and educational access to higher education for all New Yorkers;

**And, whereas,** their resolution specifically includes undocumented immigrants, as intended by the DREAM Act legislation recently defeated at the Federal level;

**And, whereas,** by the Board of Trustees passing their resolution, SUNY joins the New York State Department of Education, the City University of New York, New York University, members in Federal and State legislatures, and various advocacy groups in publicly supporting the passage of laws to grant equitable financial and educational access to higher education for undocumented immigrant students;

**Therefore, be it resolved that** the SUNY University Faculty Senate supports the resolution by the Board of Trustees;

**And, therefore, be it further resolved that** the University Faculty Senate 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.

160-02-1

Resolution supporting the Board of Trustees' January 25, 2012 Resolution "Equitable Financial and Educational Access to Higher Education for New York's Undocumented Immigrants"

(The DREAM Act)

January 28, 2012

Pass Unanimously

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**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 28th, 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

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

**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

**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 4th 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/ESConline/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