

Faculty Senate

A PUBLICATION OF THE STATE UNIVERSITY OF NEW YORK UNIVERSITY FACULTY SENATE

Faculty Senate Bulletin

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Interesting Times

There have been more a few times during the past six months when I was reminded of the ancient Chinese curse, "May you live in interesting times." Much has happened, beginning with the transformation of the Chancellor's tour of all 64 campuses (Phase 1, as she has called it) into an extensive strategic planning process (Phase 2) that included eight separate conversations in every part of the state and more than two hundred conversationalists, partly employees of the State University, partly representatives from business, politics, social service agencies and almost every other organized sector of life in New York. The next phase occurred this April with the state-wide, eight-stop rollout of short form of the strategic plan, "The Power of SUNY," to the university community and the broader public, which will then be followed by a much more detailed, comprehensive publication this summer.

In the past six months, the Board of Trustees, which added several new members in the past two months, has adopted three resolutions (Student Mobility in October, revision of General Educa-

tion in January and Assessment in March) that while built upon past practice, revise what has become our standard practice in significant ways. Very brief summaries of the revisions follow:

► **Student Mobility.** A reaffirmation of SUNY's forty-year commitment to seamless transfer, but with this resolution there is a commitment by the Provost's Office to full implementation, across all campuses, across all majors to parallel the ease which with general education courses transfer from one campus to another. And when issues arise about the appropriate transfer of courses, requirements, or credits from one campus to another, there are appeals processes in place for both individual students and campuses that employ teaching faculty to adjudicate the appeal and make a recommendation to the Provost's Office.

► **General Education.** A major revision that provides for the possibility of significant variation across the system by establishing a different minimum configuration of areas: campuses can now design programs that allow students to complete the 30 credit requirement by fulfilling a minimum of seven of the ten enumerated categories, as long as two of those required are basic communication and mathematics.

► **Assessment.** The SUNY Assessment Initiative has been a decade-old, largely successful effort toward system-wide integration of assessment techniques and measures. But now that the regional and disciplinary accreditation agencies include much more specific assessment requirements than they did a decade ago, and since during that period the assessment of general education and major programs have become much more integrated into the academic culture of each campus, campuses are no longer required to report all data to the SUNY Provost's Office.

In each instance, these resolutions continue the obligations that have been identified over the past decade, but they extend them by placing the primary responsibility on each campus and on its shared governance structure.

At most other moments, these three issues would constitute the heart of the President's report, but the first eight months of the Zimpher administration has coincided with one of the most threatening budget crises in New York State in the recent history, certainly since the mid-1970's when the impending bankruptcy of New York City resulted in major funding shortfalls for all state agencies.

This fall, the Governor announced a cut of \$90 million in the current SUNY budget, a cut about which there was no discussion or debate in Albany since, as a state agency, legislative action was not required. Part of a reduction of a half billion in state spending to meet increasing shortfalls in tax collections, the

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cut came after reductions of more than \$300 million in the base support budget for the State University in the preceding two years. And then this January, the Governor's budget offered a reduction of another \$118 million in state support, which brought the total reduction in base support to more than a half billion – let me repeat that, a half *billion* – dollars in three years.

We are just beginning to understand what these cuts will mean for each of our campuses, its teaching and professional staffs, its students, its programs. And the picture of what will happen in the next year is far from clear; it cannot be pretty, especially when we remember that New York State poured billions of federal recovery dollars into the current and next year's budgets, money that will not be available for succeeding years. So, times may well become even more difficult in the years ahead without an unexpected and very rapid turnaround of the state's economy, which is highly unlikely.

In response to the emerging budget crisis, the University Faculty Senate passed a resolution at the January plenary decrying the Governor's proposed budget, which was once again leveled on SUNY to a greater extent than other state agencies. The Senate was, and is still, attempting to mitigate the tide of cuts that have been visited upon the University. The cold, hard truth is that New York State has neither the money to pay for its current obligations (witness the withholding of pay increases and the request that they be forgone during the upcoming academic year), nor the traditional wiggle room that has creatively accounted for billions in obligations on an annual *ad hoc* basis. And, there is no political will to entertain the idea of significantly raising taxes during the deepest recession in decades, especially in an election year.

From the State's perspective, the matter of funding for SUNY looks a bit different. In addition to the power wrangling in which SUNY budgets are inevitably enmeshed, the powers in Albany see what still remains as a \$3.5 billion annual draw upon the state treasury. That is the total of the current state

support, including funding for the core academic mission, construction, and personnel fringes.

In short, we are facing what we hope will be a short-term national economic crisis with both short-term and long-term implications for New York State, one consequence of which is the fact that SUNY's level of base support has now slipped (in real dollar terms) to the level of the early 1990's. Another way of looking at the budget over time is to note that in percentage terms the state support of the core SUNY budget is half today what it was twenty years ago, with the recent crisis accelerating this long-term trend of disinvestment in public higher education.

This is the background for the two major initiatives of the new administration, the strategic planning process and the Public Higher Education Empowerment and Innovation Act (which I will refer to as the "Empowerment Act").

First, the strategic planning process: We have now made the transition from the eight conversations of the past six months to the release of "The Power of SUNY," which was first unveiled to the public in New York City on April 12 and then at seven other locations throughout the state in the following two weeks. By the time of this publication, the release will have been completed and you will have had an opportunity to read the document for yourselves.

What I see – and it isn't the only way to view the direction the plan provides – is that we are at the beginning of a major redefinition of the relationship between the citizens of the state and their public university. The SUNY promise is to become a much more critical player in the life of the larger community, bringing our knowledge, expertise, institutional reach and research capability to bear on pressing social problems, such as the state of health in New York, the need for clean, renewable energy, and our disastrously leaky educational pipeline. Redefining the Land Grant tradition for the 21st century and recalling the patterns of social discrimination that provided the seedbed out of which SUNY emerged, the strategic plan commits the university to "aligning our purpose with New York State's needs and opportunities, and creating an economic engine capable of propelling

a new era of growth." The "Power of SUNY" can leverage our stature, knowledge, and research capability to address these seemingly intractable contemporary problems.

In a sense, the plan commits the public university to abandon its ivory tower for the mean streets where our constituents live, engaging our students and faculty, our natural and social scientists, our health educators and practitioners to help craft solutions to real-world problems. This commitment to the larger society of which we are a part and from which we draw a significant (albeit shrinking) share of our resources has a distinguished place in the history of American public higher education, particularly as articulated in what was termed the "Wisconsin Idea" at the turn of the last century, which transformed that state's public university into a service agency for the state government, assisting it in addressing the social inequities created by the rapid industrialization of the late 19th century.

This public mission of the public university was distinctive, giving to the state university a role that could be played by no other agency in the state. In our case, as we move into the second decade of the 21st century, the issues are quite different from those of a century ago, but the shape of the relationship, with mutual obligations of support and service, are not.

And that brings us to the Empowerment Act, which recognizes the fiscal realities that prevailed during the past three decades and seeks to provide a greater range of independent action by SUNY and its administration. Frankly, there is little that would be considered "revolutionary" in the act outside New York State, inasmuch as its three major initiatives mirror the practices enjoyed by almost every other public university or public system of higher education in the country. What are the initiatives? SUNY gaining control over its tuition, both by setting the appropriate level of tuition and by keeping the tuition collected; SUNY being released from the excessively burdensome state regulations governing large purchases that now require prior approval by the State; and SUNY being authorized to engage in public-private partnerships without prior approval of either the Attorney General or the Comptroller.

Yet, in each of these areas accountability is maintained through multiple levels of required approval internally and post-partnerships reports and audits externally. Each of these elements could be an important part of SUNY's future, as it copes with that previously mentioned three-decade long pattern of declining levels of state support.

Without engaging in the debate over the Act that we have read and heard about during the past couple of months, I think there are three elements that merit special mention.

First, the Act has the potential of dividing the system, as campuses – and/or sectors – view the legislation through the lens of their own interests. This possibility has been evident in the shape of the debate to date, and through faculty organizations, as demonstrated by the United University Professions decision to oppose the Act while the University Faculty Senate's Executive Committee endorsed its principles. This disagreement is an indication of the differing perspectives within an organization this complex and this diverse. For example, some campuses will have opportunities denied others, and hence, the administrations and staffs were among the early supporters of the Act, while others waited for more fully articulated policies that dealt with the future implementation of aspects of the Act, especially Tuition policy and the Resource Allocation Policy.

Second, the Act seems untimely to some, since it offers a long-term solution to a long-term funding problem, while the State and SUNY confront an immediate short-term crisis. Few of the Act's elements, for example, offer immediate relief from the impact of the cuts SUNY has suffered, or those it is projected to suffer yet. The one possible immediate aid, a tuition increase, is problematic, inasmuch as it would take an increase of about \$1,600, which is a jump of more than 30%, to cover the projected cuts in the Governor's Executive Budget. No one is considering anything approaching that figure. On the other hand, it is also true that any tuition increase kept by SUNY could at least ameliorate the need for some of the more drastic consequences that could be required to meet the projected cuts on the campuses. Current projections, for example, estimate a loss of 2,700

separate class this fall, which could have incalculable effects on students and their progress toward degrees.

These first two elements, rather than being taken as arguments against the Act, serve as a reminder to not oversell its benefits or see it as a panacea for all our fiscal woes.

Which brings me to my third point: At the University Faculty Senate's Winter Plenary Meeting in January, after the Senators had listened to two hours of explanation regarding the benefits of the Act, they concluded that they really did not have enough information to make a reasonable decision about the pending legislation. From the chair, I committed my office to providing the Senators with the best, most relevant information as it developed, and I promised to keep them informed as event unfolded. If, as we thought might be that case, the Senate needed to act before our next plenary, we would use electronic communication media to make certain that the Executive Committee was, to the extent it could be determined, representing the broadest number of SUNY faculty and professional staff and could act on their behalf. I believe that processes we put into place (including phone and email consultations, both with the Senators, Campus Governance Leaders) culminated in a resolution in support of the Act's principles that represented the sentiments of the broadest number of our constituents. (The details of this process can be found in the section, "From the Editors' Desk," in this *Bulletin*.) In this sense, the promise we made in January was kept.

Despite these seemingly endless budgetary woes, the effective work of the Senate, like that of teaching faculty across the University, goes on. Some of it is truly remarkable. For example, in mid-April I was privileged to attend a poster exhibition of undergraduate research that was sponsored by the Senate's Undergraduate Committee, with financial assistance from the Provost's Office. It was held in the Legislative Office Building here in Albany, right in front of the elevators that legislators and their staffs used to get to their offices. (A brief description of this event and representative pictures of the display can be found elsewhere in this *Bulletin*.) This exhibition parallels the annual SUNY

Student Art Show that is under the artistic direction of Distinguished Service Professor Joe Hildreth (SUNY Potsdam), a former President of the University Faculty Senate.

The current research poster exhibition was extraordinary, attracting 150 students who worked with 85 faculty mentors on 98 projects. The students came from 32 campuses, seven of which were community colleges. The range of topics was as diverse as the students themselves, and even though it is grossly unfair to single out one, I will mention a study in microbiology conducted by two young women at Onondaga Community College (OCC). C-Step students, they produced a study, and then a technique, that measured bacteria in the mouth more effectively, more efficiently and more quickly. This promised, according to their proud mentor, a means to better dental care.

As I talked with them, I learned that one of the students had returned to OCC after earning her bachelor's degree at Buffalo State College and was taking the core courses required for her pending medical school applications. Preparing for the MCAT exams, she was committed to providing a better life for herself and better health care for her community. In looking at this young woman, I saw a smiling, proud, wonderfully engaging face. This is the real "Power of SUNY," our ability to inspire student learning, to provide pathways for young (and not-so-young) men and women planning for careers in medicine, law, business, academe, and elsewhere, life choices that as little as a generation ago would have been unimaginable.

And so, we are indeed living in interesting times, a moment in the history of the SUNY system when the administration is attempting to craft new, stable, and predictable funding streams, while at the same time using a planning process that led to a strategic plan that re-commits SUNY to the long tradition of public engagement with the most pressing social and economic issues of the day. Despite the budgetary crisis, then, this is a unique moment of us to become re-engaged in our work, our research, our productions, our students, and our communities as proud members of the SUNY family.



Carl T. Hayden
Chair
SUNY Board of Trustees

"What we criticize is a tradition of over-regulation that has its roots in the legal conception of SUNY as a state agency, a tradition that dates from 1948 but which, the Commission is convinced, SUNY has now outgrown. Over-regulation pervades every aspect of SUNY's operation, in ways large and small."

Independent Commission on the Future of the State University of New York (1985)

"Today, SUNY (is) a major, mature institution with legal, accounting and information systems that provide the controls they need for accountability. While these institutions must be held fully accountable..., layers of micro-management inhibit action and impede adaptation."

New York State Commission on Higher Education (2007)

SUNY as Gulliver

In 1726, Jonathan Swift published *Gulliver's Travels*, a scathing satire disguised as a fanciful travelogue. Gulliver's first destination was the land of the Lilliputs, folk about 1/12th the size of humans. Initially feted, he was subsequently detained for displeasing the Lilliputian king. Charged (falsely) with treason, he was sentenced to be blinded. With the help of friends, he escaped.

This is a tale that comes with stunning visuals. Is there any school child who does not recall the litho of Gulliver lying on his back, restrained by hundreds of ropes manned by hordes of Lilliputs? Even today, it is shocking to observe this great giant, his extraordinary powers negated by countless shackles, reduced to impotence. This is powerful imagery. And this is SUNY today.

I want to say up front that this Gulliver analogy is not intended as a thinly veiled ad hominem attack on any person, any political leader

or any political party. No one is to blame, and the blame game is notoriously counterproductive. I believe that SUNY's shackles are an accretion of good intentions, unintended consequences and a (mostly) benign paternalism. However we got to where we are, the reality is that just when New York most desperately needs a nimble, competitive SUNY, it lies prostrate, every bit as hamstrung as Gulliver.

At first reading, these assertions may strike you as conclusory or hyperbolic; allow me to offer some particulars: SUNY is subject to myriad pre-audit approvals. That means that the Chancellor's Office and individual campuses must secure approvals from other state agencies to do any number of basic activities, including the purchase of goods costing more than \$10K. The result is mindless delay. Typical examples: the Crane School of Music at SUNY Potsdam could not buy pianos without permission from the Comptroller, a process that consumed three years; it took SUNY Upstate Medical University five months to secure the Comptroller's permission to purchase a desperately needed CT scan for its Emergency Room; SUNY Downstate Medical Center was forced to wait months for permission to purchase stents.

The contracts drawn by SUNY lawyers are reviewed by lawyers working for the Comptroller and the Attorney General. SUNY Maritime agreed (for \$250K) to survey all the ports in New York City, but had to wait ten months before the Comptroller and the Attorney General signed off on the language in the contract. This result, played out again and again in a variety of contexts, should come as no surprise. If your job is to find problems in contracts, it is highly likely that you will find problems in contracts.

SUNY is told over and over that it must be more entrepreneurial, more enterprising, more aggressive in generating revenues for itself. One way to do that is to form public/private partnerships that leverage SUNY owned land and SUNY intellectual capital. But SUNY cannot enter into public/private partnerships without authorizing legislation. SUNY Purchase, for example, conceived of a Senior Learning Community that would maximize utilization of its Performing Arts Center and its Neuberger Museum of Arts, each extraordinary in its own right. The centerpiece, senior, faculty and staff housing, would generate

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SUNY as Gulliver . . .

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significant revenue. The public/private partnership that would build it was in place, as were the plans. Sadly, it was all for naught, because the required legislation never became law.

These examples are a few among hundreds, perhaps thousands. The cumulative effect is massive delay and millions in unnecessary expense. To compete globally, SUNY needs to be positioned to act quickly, decisively and boldly. How, conceivably, is it in New York's interest to wrap SUNY in a regulatory straightjacket?

Worse still, the remedy for what ails SUNY is one that an 18th century physican like Dr. Gulliver would have well understood: SUNY is being bled. In the last two years, state support for SUNY has been cut by \$424 million dollars (on a base of about \$2 billion dollars). The deficit reduction proposals presently under consideration would cut another \$120 million. Cuts of this magnitude inevitably compromise access, affordability and quality, the core missions of SUNY.

The good news (there is some) is that three recent developments portend a new set of possibilities. They are the arrival of Nancy Zimpher as SUNY's Chancellor, the advent of a visionary strategic plan and a singular piece of legislative architecture that, if adopted, will free SUNY of its debilitating shackles. A word about each:

Nancy Zimpher is dynamism in a bottle. Smart, tough and focused, she has completely altered the usual dynamic between SUNY, the Governor and the Legislature. She has forged a strong, mutually respectful relationship with legisla-

tive leaders and, in particular, with Lt. Governor Ravitch and Budget Director Bob Megna. These men understand the enormity of our fiscal problems and the imperative for framing a long-term strategy that balances the state's financial limitations with the recognition that SUNY is perilously close to a tipping point at which decline becomes irreversible. They have joined us to grapple with the enormously important question of how to reinvigorate SUNY without committing massive new resources.

On April 13, 2010, SUNY unveiled an unprecedented collaboration between and among all the members of the SUNY family that yielded a strategic plan to guide our university for the next decade. It commits SUNY to a set of aspirational and practical goals, infused with serious metrics to ensure both transparency and accountability. It is plain-spoken and powerful. Informing all of it is the recognition of SUNY as New York's most under-utilized strategic asset.

Finally, Governor Paterson has given us a legislative platform that will allow SUNY to manage its own affairs free of suffocating regulation. The Public Higher Education Empowerment and Innovation Act (the SUNY Empowerment Act) represents a sea change in the Executive's view of SUNY. It recognizes the SUNY board's fiduciary obligation to manage SUNY's affairs responsibly, subject to rigorous internal and external audits. It allows SUNY to purchase basic goods and services on its own authority. It incentivizes SUNY to generate (and keep) revenues derived from entrepreneurial activity, to approve rational (small, predictable, indexed) tuition increases and to recognize that certain disciplines and research

are more expensive than others to teach and support. Importantly, the principles advanced in the SUNY Empowerment Act have been endorsed by the Executive Committee of the SUNY Faculty Senate and the Student Assembly.

The SUNY Empowerment Act captures the core insight that SUNY is New York's last, best hope for economic revitalization. A vital SUNY is central to the economic vitality of every community where a SUNY campus is located. Often, SUNY is the major employer in that community and that county. But SUNY is much more. If freed to do so, SUNY is uniquely positioned to create, nurture and commercialize intellectual property. Its research can be an engine for job creation, jobs that will allow New York to emerge from recession and to compete globally.

One need look no further than the College of Nanoscale Science and Engineering at UAlbany (CNSE) to grasp the enormity of the potential that SUNY's research and intellectual capital can unlock. There, the leadership of Alain Kaloyeros has generated \$1.5B of public investment, \$3.5B of private investment, 4000 new high tech jobs, 250 on-site world class technology companies and the massive AMD chip fabrication plant under construction in Saratoga County. This model is replicable.

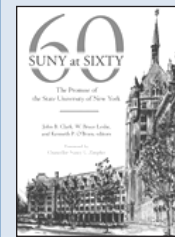
It is our duty to preserve and lift this great public institution. SUNY is an irreplaceable cornerstone of our meritocracy. It must be preserved, not only because it is a portal to opportunity for hundreds of thousands of young New Yorkers, but because it is the only public institution capable of reversing the economic tailspin that has wreaked such havoc upon our economy, especially upstate. SUNY has reached adulthood. It has accepted a disproportionate share of cuts, but still it yearns to realize the immense potential to be found on its campuses. The SUNY Empowerment Act will give it a fighting chance.

It is time to free Gulliver.

SUNY at Sixty The Promise of The State University of New York

Editors: W. Bruce Leslie, John B. Clark, Kenneth P. O'Brien
Foreword: Nancy L. Zimpher

A close examination of the history, accomplishments, and potential of the State University of New York system.



Originating in a lively conference held in spring 2009 to mark SUNY's sixtieth anniversary, the book's authors examine SUNY's origins, political landscape,

evolving mission, institutional variety, international partnerships, leadership, and more. Taking its place alongside studies of state systems such as those in California, Michigan, and Texas, this book is a long overdue effort to return SUNY to the national conversation about public higher education during the last half century. Edited by a former interim chancellor of the system and two SUNY history professors, and with a foreword by current Chancellor Nancy L. Zimpher, this book is essential reading for anyone interested in the problems and promise of public higher education in New York State, or, indeed, anywhere.

SUNY employees can order the book from the SUNY Press and receive a 50% discount: \$37.50 for the hard cover edition and \$12.50 for paperback. All royalties from the sale of the book will be placed in a fund to provide an internship at the SUNY Press.

► **John B. Clark** is Acting Executive Director of the City University of New York's Office of Business and Industry Relations, former Interim Chancellor of the State University of New York, and was Interim President of four SUNY colleges: Plattsburgh, Brockport, Alfred State, and Optometry.

► **W. Bruce Leslie** is Professor of History at the College at Brockport, State University of New York. He is the author of *Gentlemen and Scholars: Colleges and Community in the "Age of the University and State University of New York at Brockport"* (with Mary Jo Gigliotti and Kenneth P. O'Brien).

► **Kenneth P. O'Brien** is Associate Professor of History at the College at Brockport, State University of New York and President of the SUNY University Faculty Senate. He is coeditor (with Lynn Hudson Parsons) of *The Home-Front War: World War II and American Society*.



New York State Government



Dr. Nancy L. Zimpher
Chancellor
The State University of New York

The Power of SUNY

As you know, last month we launched *The Power of SUNY*, a strategic plan that will serve as our roadmap for the next five years and guide our development for the next decade. I believe this plan presents a turning point for the State University and for New York – by offering SUNY as a powerful engine of economic revitalization and enhanced quality of life in our communities.

I want to take this opportunity to extend a big thank you to the University Faculty Senate and all of our faculty members across the SUNY system. We could not have come this far without your tremendous support. University Faculty Senate (UFS) President Ken O'Brien played a critical role in the development of the plan as a member of the Strategic Plan Steering Committee, and many other faculty members participated as members of the Group of 200, working groups, panelists and contributors of ideas.

When I accepted the charge given by the SUNY Board of Trustees to move this great university system to global distinction, I said that could never be done by any one person; it would take collective vision and collective action to move us forward. That is why the voices in this plan represent not only our students and our entire SUNY family of distinguished faculty and committed staff, but also the millions of New Yorkers who live and work in close proximity to our 64 campuses.

The release of *The Power of SUNY* inaugurated the third phase of SUNY's strategic planning process. After initial launch events in New York City and Albany last

month, we spent the rest of April touring the state, bringing *The Power of SUNY* to the people who helped make it all possible.

This experience really tied everything together for me. Going back to campuses in all regions of the state confirmed yet again what a remarkable system SUNY is – with its scale, its geographic reach, and its diverse array of offerings. And in each case, these events brought together several campuses, underscoring the collective resources and impact that can be brought to bear on an entire region.

As we traveled the state, it became even clearer to me that SUNY will be able to leverage our unparalleled resources to create the economic and educational opportunities New York so desperately needs. I have spoken to so many people who are ready to go to work on putting our six "Big Ideas" into action – everyone from teachers to preachers to researchers – and they are excited about being a part of it.

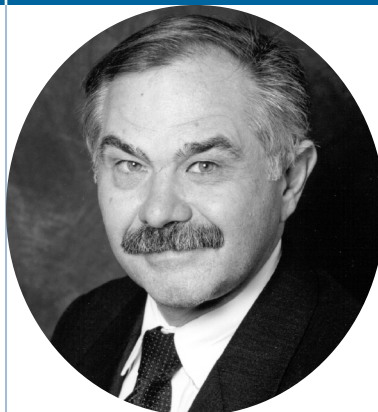
The Power of SUNY is all about this collaborative process – and the fact that everyone has something to contribute. Our faculty will obviously be key to moving us forward in each area, because it is you who will drive our research to the marketplace, create art that is a resource for the community and, above all, teach and mentor the students who will make the great discoveries and author the academic achievements of this century.

But first, we need to begin the next phase of the plan: **implementation**. Working groups will transition into task forces. And we will be working across the system to align campus strategic plans with *The Power of SUNY*.

And meanwhile, we will continue to advocate for the **Public Higher Education Empowerment and Innovation Act** – the enabling legislation for the strategic plan. As you know, the Act provides for SUNY oversight of our tuition policies; support for entrepreneurial partnerships and land use; and more efficient procurement practices. All of these tools will be essential to stabilize SUNY's finances in the wake of diminishing state support, while allowing us to grow and thrive in ways that will benefit and protect students and our workforce.

I'm going to continue fighting for its passage and for the critical restoration of financial support for SUNY in the state budget, and I

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David K. Lavallee
Interim Provost

New Policies for the New Academic Year

With so much attention focused on the state's budget and its potential impact on our campuses, it's all too easy to miss the truly important accomplishments happening all around us. We're gearing up for awards ceremonies, commencements, student performances, and the displays of student-faculty projects (like the monumental effort in Albany that will have happened by the time you receive this spring's newsletter) that mark the end of the academic year.

Over the past few weeks, my colleagues in academic affairs and I have been taking stock of our work with the campuses since the beginning of the Fall semester and preparing for the next academic year. We feel exceptionally fortunate to have been part of what we see as a real team effort to address long-standing issues regarding student mobility and assessment and are very optimistic about being able to approach other important issues now with a sense that acceptable resolutions can be achieved.

This sense of common purpose could not have been achieved without the consistent leadership, clear articulation and devoted effort of Ken O'Brien, President of the University Faculty Senate (UFS) and the executive committee, and the critical groundwork that had been accomplished during Joe Hildreth and Carl Wiezalis's terms as UFS presidents.

The articulation/mobility project was very literally years in the making. UFS leaders and representatives demonstrated time and time again a willingness to listen and adapt while protecting the prerogatives and responsibilities of the faculty

of the state-operated campuses (university center, comprehensive, technology and specialized campuses). Having been part of many of the conversations over the years from a campus provost perspective, I have come to admire the patience and generosity of time that has characterized my UFS colleagues.

So where are we now on this project? To establish the list of courses for the major (including required cognates) that would constitute those "typically taken by students in the first two years of a baccalaureate program," we asked campuses to contact department chairs (with the assistance of advising and institutional research if they wished) to identify them for their own programs. We focused attention on those majors that comprise about 92% of all transfer students (2-year to 4-year and 4-year to 4-year) within SUNY. The response was truly remarkable. Very consistent patterns emerged for the most common liberal arts and sciences majors. Students typically take 4 or 5 (maximum) 3 or 4 credit courses in the major, with a larger number of courses in cognate areas for some majors. In most cases, there are actually one or two courses that essentially all students take, with the others often being introductory survey courses. For some majors (communications, criminal justice, social work, etc.), the patterns were not so clear so we held conference calls, inviting participants from the campuses offering the major and the 2-year colleges that send the most students to those majors. We were frankly astounded at how soon a consensus was reached on the courses to be included on the list (a great deal of credit goes to Joe Hildreth, Chris Belle-Isle from Monroe Community College and Bob Kraushaar, Associate Provost, for convening and moderating these conversations). We also checked courses offered at 4-year campuses with those offered at 2-year colleges to focus on courses that students were likely to be able to take.

We then sent the course lists and sample course descriptions taken from a wide variety of college catalogs with a set of questions for review by SUNY-wide. In mid-March we collated those comments and, for the most common liberal arts and sciences majors, compiled tables of course descriptions from about a dozen of the highest send-

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Monica Rimai
Senior Vice Chancellor
and Chief Operating Officer

Advocating for SUNY

I joined SUNY late last year as Senior Vice Chancellor and Chief Operating Officer. The immediate and warm welcome I have received across the System, at each of the campuses I have been able to visit - and even in the communities that our campuses are a part of - has been overwhelming and inspiring.

The University Faculty Senate (UFS) that represents the many faculty and professional staff who serve as teachers and mentors to nearly half a million college students across New York is a group that clearly acts out of dedication to SUNY and a commitment to excellence in higher education. I sincerely applaud their work on your behalf.

I have particularly enjoyed getting to know and working with Dr. Ken O'Brien, the more than able

President of the University Faculty Senate. Given Ken's outstanding teaching credentials, it will come as no surprise that he has taught me a great deal about SUNY, its complex history and political environment. He is an effective and eloquent advocate for the faculty he so proudly represents and embodies the tremendous value that shared governance brings to the decision making process at SUNY Administration. I have benefited enormously from Ken's gracious outreach as I have transitioned into the Chief Operating Officer position.

Of course, there is a great deal of very serious business to be done at SUNY and there has never been a more challenging economic climate in which to do it.

Though the April 1st deadline has passed, the Governor, Senate and Assembly continue their work to adopt a state budget that is balanced and responsible. At SUNY, we appreciate the difficulty of their task and we sympathize with the challenges they face. However, we must do all we can to ensure that we are able to continue providing our students with an affordable, accessible college education of the highest quality.

As SUNY faculty and professional staff, you know all too well the extent to which state funding for SUNY has been cut in recent years, and you have seen, first-hand, the affect these cuts have had on the nearly 465,000 students and upwards of 88,000 faculty and staff that make up the SUNY family.

The 64 campuses of SUNY have absorbed \$424 million in

cuts over the past two years and the Governor's 2010-11 budget proposed an additional reduction of \$210 million. However, there was a silver lining in the Governor's proposal - the Public Higher Education Empowerment and Innovation Act (PHEEIA), a series of administrative tools that would allow the SUNY trustees to oversee tuition policy and, in general, allow SUNY the ability to become more financially independent, freeing us to cope with funding reductions on our own terms.

The New York State Senate and Assembly agreed to the Governor's proposed reductions in their one-house budget resolutions, but only the Senate provided many of the PHEEIA tools that would enable SUNY to mitigate the reductions properly administer its finances. The Assembly, while accepting the state support reductions, rejected all the proposed administrative tools. If a budget is enacted that only provides for reductions in state support, without giving SUNY better control over tuition policy, the ability to pursue new revenue sources through public private partnerships, and the right to transact business more efficiently through procurement process reform, we will be left with no choice but to enact strict spending constraints and impose drastic budget reductions.

We, at System Administration, have been doing all we can to negotiate budget restorations and enactment of PHEEIA with members of the legislature. The advocacy effort on behalf of this legislation has required tremendous efforts by

countless people across SUNY, the UFS among them. Together, we have been to breakfasts, lunches and dinners, held meetings, made speeches, gotten Op-Eds and letters to the editor published in newspapers and online. Advocates for SUNY have done radio commentaries and television interviews. Others have created advertisements.

Chancellor Zimpher, myself, our colleagues in Albany and nearly every SUNY campus president has met with and/or written and talked to the state's most influential legislators, in a major push for budget restorations and PHEEIA. With your help, we have garnered support from many quarters. Our partners, including the Business Council of New York, the Council for Economic Growth, NYS Economic Development Councils, NYS Association of Counties and Regional Chambers of Commerce -and most importantly the University Faculty Senate and the SUNY Student Assembly have passed resolutions and publicly advocated for PHEEIA.

At this juncture, we do not have any reliable information regarding when the legislature might finally pass a budget. We will, however, continue to vigorously advocate for SUNY until the process is complete, and then begin all over again at the start of the following year's budget process. We are nothing, if not persistent!

I can't thank you enough for the role you have played in our push for funding and operational independence. Thank you for your continued support as we wait for the final word from our legislative leaders.

FROM THE CHANCELLOR

The Power of SUNY . . .

Continued from page 5

am asking for your help. I deeply appreciate the University Faculty Senate's support of the principles of this legislation - and we'll continue our conversations about this critical advocacy effort.

We have some very significant challenges before us, but we also have unprecedented opportunities. With a new sense of focus and purpose, and having set the table for very effective and productive working relationships among campuses, colleagues and communities, we are well positioned to scale up our success stories and bring our talent and commitment to the next level. The University Faculty Senate is going to be an integral part of that process - and I will continue to rely on its insights and expertise every step of the way, because together, we are the Power of SUNY.

FROM THE INTERIM PROVOST

New Policies for the New Academic Year . . .

Continued from page 5

ing and receiving campuses in each major. This information was sent to 8-10 member faculty disciplinary groups of 4-year and 2-year college faculty (chosen by department chairs at 4-year campuses and by designated campus contacts at the 2-year campuses). These groups are now at work formulating course descriptors (in some cases, very likely to be similar to course descriptions, in others where specific content is expected, more expansive. These descriptors will guide campuses in choosing the appropriate courses for each type of course in the list for each major. The initial phase of a website with this and other information is slated for this summer, with a second, more mature version targeted for the start of the Spring, 2011 semester.

The process of revision for curriculum assessment has similarly involved a great deal of system-wide discussion and input and was crucially dependent on UFS as well as Faculty Council of Community Colleges (FCCC) leadership and member participation. We at system see our role transforming from approvers and overseers to consultants, coordinators and facilitators. We are confident that we can achieve campus assessment results that meet or exceed the expectations we've had with the previous system-centered process, while greatly reducing duplicated effort. While we recognize that there is a lot to be done implementing these new policies, we are looking forward to the next "big issues" of interest to you and we will actively seek to involve faculty in the initiatives that will result from the Strategic Plan.

[On March 30, 2010, the University Faculty Senate Executive Committee passed a resolution in support of the principles of the proposed Public Higher Education Empowerment and Innovation Act (PHEEIA). It took this action since it deemed it inadvisable for the faculty and staff of SUNY to remain silent on an issue of such importance to the functioning of University, and in consideration of the fact that the full Senate was not scheduled to meet in Plenary Session until well after the deadline for the enactment of a state budget. In order to craft a resolution that reflected the views of the University Faculty Senate (UFS), the President of the Senate devised a process to solicit the opinions of the members of the UFS and the Campus Governance Leaders that was as inclusive as possible. That process is described in this section. Subsequently, on April 24, 2010, a similar resolution was approved by the UFS at its Plenary Meeting with only two dissenting votes.]



The University Faculty Senate Executive Committee's Process for Considering PHEEIA

Norman Goodman Stony Brook
Joseph Hildreth Potsdam

On January 15, 2010 Governor David A. Paterson introduced the Public Higher Education Empowerment and Innovation Act (PHEEIA) as part of his budget submission to the legislature. As has been widely reported, the major elements the Act sought to release SUNY (and CUNY) from many of the regulations that demanded oversight of procurement, leases of state land, and public-private partnerships by a number of state agencies. In addition, the Act proposed to give SUNY the authority to set its tuition levels and to move SUNY's tuition "off-budget," the effect of which would be to sequester that income from the State while at the same time clarifying the precise annual support given by New York to its state university.

At the January Plenary Meeting of the University Faculty Senate (UFS), the Senators heard lengthy explanations of the Act and its importance to the University from both Interim Provost David Lavalley and the new Senior Vice Chancellor

for Operations Monica Rimai, both of whom then answered questions from the Senators. Since President O'Brien had already met with Phil Smith, the UUP President, he understood the UUP's deep concerns about the bill, which he shared with the Executive Committee and the Senators at the Plenary Meeting. After informal polls indicated that while there was support for the bill among UFS Senators at the time of the plenary, the prudent course dictated that the Senate leadership would continue to gather more information, such as the development by SUNY of policies that would be critical in implementing the Act if it were passed, and communicate that information to the Senators as well as to Campus Governance Leaders (CGLs).

In mid-February, the members of the UFS Expanded Executive Committee (the Executive Committee plus the chairs of all Standing Committees) met with an executive team from UUP for a lengthy, cordial meeting during which the UUP objections to the pending legislation were specified. In addition, the UFS Expanded Executive Committee received a copy of the letter that President Phil Smith was sending to UUP members throughout the system during the following week. Through the letter, as well as other communications and actions, it became apparent that the UUP's concerns had crystallized into opposition to most of the critical elements of PHEEIA, with the exception of relaxation of procurement procedures, which they endorsed.

On March 2, the members of the UFS Expanded Executive Committee met with Senior Vice Chancellor Rimai, before which they had received copies of two policies, the Comprehensive Tuition Policy and the Comprehensive Asset Management Policy, which were being drafted for the Act's implementation. Following that meeting the Expanded Executive Committee drafted an email that was a "Compilation of Comments on PHEEIA," which was sent to Senior Vice Chancellor Rimai. She had indicated that the policies were still "in draft," and, as such, she welcomed any commentary the UFS would offer.

The UFS Expanded Executive Committee had authorized President O'Brien to create a four column chart that identified the major elements of the Act, the positions

Resolution of the University Faculty Senate Executive Committee on the Public Higher Education Empowerment and Innovation Act March 30, 2010

Whereas state support for the SUNY state-operated campuses has been cut by \$424 million over the past three years and the 2010-2011 Executive Budget recommends an additional reduction of more than \$170 million; and

Whereas these reductions threaten SUNY's ability to offer its students an affordable education of the highest quality; and

Whereas a recent New York State budget gap was partially closed by a tuition increase, most of which was kept by the State Treasury; and

Whereas the projected New York State budget deficit is \$9 billion in the next year, due to the slow pace of economic recovery and the cessation of federal stimulus funds; and

Whereas the proposed New York State Public Higher Education Empowerment and Innovation Act, along with the accompanying Comprehensive Tuition Policy and the Comprehensive Asset Management Policy seek to:

- depoliticize tuition rates by moving the authorizing power from New York State to the State University Board of Trustees and moving the tuition income "off-budget," and
- create an equitable and rational tuition policy through the General Tuition Rate, which would yield modest and predictable tuition increases, as opposed to the large sudden increases designed to help close a budget gap for New York State, and
- enable the University to undertake land leases without special legislation for projects not in conflict with campus missions, to enter joint ventures and public/private partnerships, and to eliminate burdensome and redundant pre-approval of Construction Fund contracts; and
- provide protection from liability for students participating in clinical internships related to their field of study, facilitate hospital participation in joint ventures and managed care to provide health care related services, and eliminate burdensome and duplicative pre-approval of SUNY hospital contracts, including those involving real property transactions, and
- fund SUNY-Aid with a portion of the expected tuition increase to reduce the burden of these increases on economically disadvantaged students, and
- facilitate the speedy and cost-effective purchase of materials and services

Therefore, be it resolved that the University Faculty Senate's Executive Committee endorses the principles of the Public Higher Education Empowerment and Innovation Act, and requests that the Chancellor and her staff address six outstanding issues of special concern:

- The need to define Special Tuition Rate more precisely and provide a cap;
- The need to specify the inclusion of faculty governance in the campus decision-making processes that will produce recommendations for both tuition rates and/or public-private partnerships or any associated land leases;
- The need to ensure that the oversight of public-private partnerships require adherence to all relevant environmental laws and to 'best environmental practices;'
- The need to ensure that all rights and benefits of collective bargaining in the current labor contracts be extended to all future negotiated labor contracts; and,
- The need for a commitment on the part of New York State to a future level of funding that would constitute a continuing "maintenance of effort."
- The need to apply evenly the benefits of PHEEIA across all sectors of SUNY.

155-03-1: Passed with two dissenting votes, April 24, 2010

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This section provides a mechanism for communication among faculty, professional staff, and administrators. It includes ideas and comments on issues that are of system-wide relevance or interest. The views and comments expressed in this section are not necessarily those of the editors, the Executive Committee, or of the University Faculty Senate. Submissions and comments regarding articles in this section should be addressed to the editors and should not exceed 1,500 words.

SPEAK OUT!

Scapegoating Education Rose Rudnitski, New Paltz

A political cartoon in newspapers the first weekend in May said it all. The first frame, labeled 1960, depicted two angry parents holding a report card with failing grades yelling, "You failed!" at their son. The next frame, labeled 2010, showed two angry parents and the child holding a failing report card and yelling, "You failed!" at the teacher. This change in perspective is the result of persistent negative speech and policies against public education. How did this happen?

In the early 1990's, I served on the National Council of Teachers of English (NCTE) Committee on Teaching about Genocide and Intolerance, where we referenced the work of Gordon Allport in analyzing the Holocaust (1966). In it, he described how the context of dehumanization was set up by a series of escalating actions. The first was antilocution, a barrage of negative speech about the target groups; the next step was to stereotype the group, and the next, before loss of rights, was scapegoating. As soon as I saw that continuum, I realized that I had seen children exhibit those behaviors in bullying incidents, so I wrote an article making those parallels (Rudnitski, 1996). Now, there is nothing in history that compares to the Holocaust, but the behaviors of discrediting, demeaning, and then ridiculing, scapegoating, ostracizing and discriminating against others occur in many contexts, especially politics. These patterns of behavior have been aimed at the field of education for the past thirty years, and more recently, at the education of teachers. It is so obvious that the question is not how, but why this has occurred with such fury and vigor.

In a world where Plutonomics prevails, the misguided application of business and economic principles to education policy is not improving education for all children, yet the trend to demonize public schools and tout privatized alternatives continues. This trend started 30 years ago with the report, "A Nation at Risk," with its rhetorical "rising tide of mediocrity" and the "trickle down" policies of Reagonomics, which reached an apex just before the economic crash of 2008. This is not a conspiracy theory. Politics, economics, and public policy are interconnected.

A Citigroup memo to investors, "Revisiting Plutonomy: The Rich Getting Richer," dated March 5, 2006, touts the "rising profit share and favorable treatment by market-friendly governments" that have "allowed the rich to prosper and become a greater share of the economy in Plutonomy countries." The memo applauds all "who lead the charge in converting globalization and technology to increase the profit share of the economy at the expense of labor" as contributing to plutonomy. Educators and children belong to the group the memo cites as "labor." A public education system that is enslaved by a contrived obsession with test scores on dumbed-down tests designed by for-profit corporations cannot respond to a media barrage of antilocution, the content of which is that the education system is failing; and a media-soaked populace is all too willing to believe that the failure of the education of its children is to blame for the decline in its standard of living rather than the greedy adults who engineered an unjust economic and political system. This is one area where there are no red or blue sides. Everyone believes that the schools are failing. The plutonomy wins.

"A Nation at Risk" was commissioned by President Reagan to achieve such goals as bringing God back into the classroom, promoting vouchers for tuition tax credits for private school. On the campaign trail, Reagan, who was purported to have not even read the report, gave 51 speeches calling for education reform (Zhao, 2009). This served to discredit an educational system that, at the time, comprised almost every American child between the ages of 5 and 18, and that graduated 85% from high school – better performance than any other country on earth (PBS, 2001). The persistent call for more "choice" and for funneling public money to

private schools permeated the media for the next decade. There were responses from academe, most notably, the excellent book, *The Manufactured Crisis* (1996) that tried to present the data, but just as on the playground when a bully is belittling a weakling, those who had nothing to lose by joining in paid no attention to the reality. In that context, many joined the bandwagon to smear teachers and the places where they are educated. This is not to say that there were and are no bad teachers – far from it; but they were clearly highlighted and held up to build momentum and open doors for more privatization and even for-profit endeavors. There is no evidence that charters or other inexpensive private options are more effective than public schools. (Stanford University Center for Research on Education Outcomes, 2009; Gabriel, NY Times, May 1, 2010.) Almost all for-profit educational ventures failed in the 1990's, but even in the face of that reality, the leitmotif of the benefits of competition among schools and the free market transposed to schools as a saving idea for a failed system became an ingrained "fact" in the public psyche.

Teacher Education was not immune to the attacks, and I experienced it personally. In 1999, I was invited by the chair of the Academic Affairs Committee of the SUNY Board of Trustees to go to its meeting in New York City to respond to a woman I knew well through the NCTE committee mentioned above. She had written a book positing the thesis that multicultural curriculum led to illiteracy and lowered educational standards and was a partial explanation for the "failure" of our schools. I prepared my response to the anticipated remarks and went to the meeting. When I entered the room, I was informed that the agenda had been changed, a common occurrence at that time, and that I would be responding to another person, the author of *Ed School Follies*, a book ridiculing schools of education and based on isolated egregious examples of mis-education pulled from unknown sources. I sat through accusations of "Mickey Mouse" syllabi and the meager attributes of applicants to schools of education and the typical allegation of "those who can't, teach." The author, obviously relishing her attack and believing what she was saying, must have thought that she was facing a respondent who had the low SAT scores and the

lack of intelligence she attributed to all education personnel. After receiving a barrage of information, facts and correction, she complained that she had not come to this meeting to receive ad hominem attacks. No statements made in response were aimed at her. The fact that she simply was not expecting a real rebuttal was the insult, not only to me, but to all of SUNY and its rich history in teacher education. It should be no surprise that the majority of teachers are educated at public colleges.

There are stories daily about corrupt attorneys and incompetent and unethical doctors, yet no one is calling for a total reform of law and medical schools. When Abraham Flexner's report revolutionized and modernized medical education in the early 20th century, medical schools were not affiliated with universities. Now, there are recommendations to push teacher education in the opposite direction. Teachers and their education have been demeaned to the point that they are an easy target; yet some constructive things can be done to reform teacher education and the education of our children in a world that is changing faster than we can adjust our institutions. Those ideas are delineated below. The real question remains: How can education appear to succeed when the plutonomy has engineered it to fail to result in economic and social upward mobility?

Just as there are no research findings that can lead to the conclusion that charter schools result in high student achievement, there is no research that indicates that current schools of education are not educating teachers well or that there is a better alternative. The most recent report from the National Research Council Committee on the Study of Teacher Preparation Programs in the United States (2010) found that teacher education programs vary widely; that there are already approximately 130 "alternate" routes to teaching nationwide and there is "no evidence that any one pathway into teaching is the best way to attract desirable candidates and guide them into the teaching force." The report, which also decried the lack of research on the current generation of teacher candidates or the content of their programs, calls for more research. We simply do not have enough information; yet states and national groups are calling for alternatives to university programs that they decry as

inadequate with no evidence in the hope of designing different programs based on no evidence.

A recent report from the NY State Education Department and the Board of Regents, "Transforming Teaching and Ensuring an Equitable Distribution of Qualified Teachers in New York State" proposes funding for cultural institutions, research centers, and not-for-profit organizations to partner with schools of education to pilot field-based certification programs that will align with its proposed performance-based assessments for teacher candidates. In some cases, The Board of Regents will grant authority for unaccredited institutions to grant master's degrees to teacher candidates, yet the report cites no research on which these recommendations are based. The NCATE accredited schools of education would not have to be involved. NCATE criteria for accreditation are derived from every professional organization in every academic discipline and are some of the most stringent, research-based standards in the world; yet the proposal cites no research for funding alternatives to the NCATE accredited institutions. This is not a new idea. A similar policy is in effect in California, where it has resulted in narrowed curricula in the alternative teacher education programs that basically parallel what has happened in K-12 education as a result of "No child left behind" (NCLB): teaching to the test – turning education into training. The NCLB policies have already relegated a generation of students to an education that teaches them that, if they "pass" the test, they have learned something. Now the same is proposed for their teachers and also outsources their preparation for the assessments. Where is the evidence that this outsourcing of teacher education is effective?

A better model would be to encourage schools of education to form partnerships with other institutions such as museums and some businesses to reconfigure their programs to be more clinically based, but to also include higher academic standards and a focus on the teacher as scholar. Teachers, after all, are in the business of scholarship and they are developing the minds of unpredictable human beings. Teachers need to have well-developed minds and the ability to think critically on their feet in order to address the complexities of their vocation. These policies seem to assume that

placing pre-service teachers in classrooms and teaching them algorithms to respond to situations that might appear on the assessment will work better than teaching them high level content and pedagogy in colleges concurrently with extensive field experiences. I taught in Holmes Group teacher education programs at Teachers College, Columbia University and at Trinity University in San Antonio Texas. These were graduate programs that were expensive. Where is the policy that provides funding for our public colleges to mount this kind of program? Unequal funding is a primary factor in the unequal quality of K-12 schools. Our public universities offer very high quality programs despite the inadequate funding they endure.

There needs to be more dialogue between the New York State Education Department (NYSED), the Board of Regents, and school of education deans, faculty and students. Wouldn't it be wonderful if the Regents and NYSED folks made a tour of schools of education across the state and really saw and experienced what is being taught, how and to whom? NCATE does that when it accredits our colleges. Our chancellor had the energy, passion and wisdom to visit all our campuses on her impressive SUNY tour. I am hopeful that the national commission she is chairing will reach sound conclusions and make recommendations based on research and sound educational theory and that funding will follow. I also hope that she is involved in conversations with NYSED and the Board of Regents on how SUNY and its schools of education can lead the way in reforming teacher education in a positive direction.

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SPEAK OUT!

**Fiorello H. La Guardia:
New York's Phenomenon**
Daniel S. Marrone, Farmingdale

A phenomenon is defined as a rare, gifted individual with remarkable talent. All New Yorkers have benefited from such a person. He was Fiorello Enrico La Guardia. The "Little Flower" was born on December 11, 1882, in New York City's Little Italy. Throughout his 64 very productive years of life, Fiorello, who would later change his middle name to "Henry," championed the "underdog" – the immigrant, the poor living in filthy slums, the unrepresented in the halls of government, the traveler who needs a New York airport, a high schooler wishing to be a musician... The list could go on much further. Perhaps his greatest contribution to the political scene was his pivotal role in opening the electorate to ethnic diversity and for protecting the rights of those previously underserved and unprotected. He enjoyed being among people, regardless of where they were from or how they worshipped. In his politically formative years as U.S. Congressman representing first lower and then later, upper, Manhattan, he rejoiced in the city's ethnic melting pot. Taking

this ideal further, the "Little Flower" perceived immigrants as good for building and sustaining America and American ideals.

Born on New York City's Manhattan Island but raised in the Arizona Territories, La Guardia possessed an innate intelligence that enabled him to be a supremely capable leader and serve as a role model for all future mayors of America's cities. Fiorello effectively communicated with diverse audiences in English, Italian, Croatian, German, and Yiddish. With his gift to easily learn languages, he would assimilate additional languages and dialects as needed. He was able to win widespread support from first and second generation ethnic communities as well as the good government types, the "goo goos," such as Judge Samuel Seabury who led the early 1930's Seabury Commission hearings. A consummate politician, La Guardia helped transform the accepted definition of being "American." During his early years as an attorney and congressman, he witnessed racial hatred and discrimination. In response, he became a stalwart defender of the rights of minorities throughout his 30-year political career. As he was born to a hybrid ethnic mix of Italian and Austro-Hungarian nationalities as well as Roman Catholic and Jewish religions, Fiorello was cognizant throughout his life of being different. Among these differences was certainly the aspect of religion. In fact, religiosity was a major element in his life. Since his mother was Jewish, he was according to Hebrew law, in fact, Jewish. However, Fiorello's Roman Catholic-lapsed father, while serving as a bandmaster in the U.S. Army, raised his sister, brother, and him in the "more-mainstream" American Protestant Episcopal Church. La Guardia's ethnicity and "Americanness" are addressed by his biographers. For example, Thomas Kessner in, *Fiorello H. La Guardia and the Making of Modern New York*, notes that:

La Guardia's own ethnic identity was complicated. Had someone asked him, he would have insisted simply that he was an American. But in the tribal twenties being born in New York City and being raised on an army post was not sufficient to dispel a lingering sense of alienness. Swarthy complexion, jet-black hair, European

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La Guardia . . .

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parentage, uncertain religious persuasion (not to mention the un-American practice of having run on four or five party tickets, including that of the Socialists!), and a last name punctuated by no less than five vowels were enough to see to that. Moreover, even for La Guardia the answer was not so simple. His sense of being something other than simply American came not only from those who taunted him. Raised in a home steeped in European culture and traditions, he grew up with an awareness of being different. (1989, p. 117)

As a U. S. Congressman, his legislative achievements included the Norris-La Guardia Act that prohibits workers from being forced into signing anti-union, "Yellow Dog Contracts." Not afraid of going against the majority, La Guardia fought an uphill battle against the enactment of immigration quotas. His was one of only six congressional votes against the ethnically restrictive Immigration Act of 1924 (Johnson-Reed Act). La Guardia was also a vocal critic of the plan submitted to congress by Treasury Secretary Andrew W. Mellon to lower income taxes for only wealthy individuals. As mayor, he directed Police Commissioner Lewis J. Valentine to root out gangsters, collectively called, "Murder, Inc.," and their illegal gambling operations. He is credited with the construction of government-subsidized public housing throughout the five boroughs. La Guardia was directly responsible for the Big Apple's two international airports, one of which bears his name. A strong proponent of music education, he had a direct hand in establishing the country's premier music and arts high school that also bears his name. This specialized high school, nicknamed, "La G.," was featured prominently in the popular 1980 movie, *Fame*, which was remade in 1999. In conjunction with his autocratic but highly effective Parks Commissioner, Robert Moses, the mayor was able to deliver to the city literally hundreds of parks, playgrounds, highways, and bridges. Kessner asserts that "La Guardia was one of a generation of extraordinarily gifted New Yorkers who helped usher in the liberal era in American history. Frances Perkins,

Harry Hopkins, Adolf Berle, Henry Morgenthau, Herbert Lehman, Robert Moses, Al Smith, and of course Franklin and Eleanor Roosevelt, despite their disagreements, shared the sense that government must assume wider responsibility for those citizens who could not care for themselves" (1989, p. xii).

As a staunch advocate for good government and voraciously against corruption by those in government, La Guardia shattered the unwritten "Gotham City Law" that no reformer could be re-elected. He was elected seven times to the U. S. Congress; once as President of the N.Y.C. Board of Aldermen; and three times as mayor of America's largest city. As a close political supporter of Franklin Delano Roosevelt and the four-term president's New Deal policies, Fiorello helped the city overcome financial collapse and the gridlock of infrastructure development during the tense years of the Great Depression and World War II.

La Guardia's well-known WNYC radio signoff message was "Patience and Fortitude." This is what he lived by after losing elections and being denied political appointments. Beyond these setbacks, he faced traumatic family losses. His first wife, Thea, and daughter, Fioretta, both succumbed to tuberculosis within the same disastrous year, 1921. Tragedy was soon followed by glaring public disputes with sitting Republican Party New York State Governor Nathan L. Miller. That year he also lost the GOP mayoral primary. After family tragedies and political setbacks in 1921, he fought back winning a seat in congress in the hotly contested three-way November 1922 election. From 1923 to 1933, he served one congressional term as an American Labor Party candidate and four terms as a Republican. He was closely allied with the Progressive Movement and Wisconsin Senator Robert Marion "Fighting Bob" La Follette. Losing his congressional seat for the 73rd U.S. Congress amidst the 1933 Democrat landslide, La Guardia soon once again re-entered the political landscape by being elected New York City mayor. In this challenging role for 12 years, he inexorably helped rebuild and reform America's most populated city. Forever resisting "chiselers and tin horns" and their tainted money, the Little Flower fought crime through honest government and by example. All his life, he lived a decidedly modest, middle-class life style with correspondingly solid ethical values.

Eight years after the death of his first wife and daughter, Fiorello remarried and, with second wife, Marie, adopted a girl and a boy. They raised their children "La Guardia-style" – middle class, non-ostentatious, and nurturing. At the end of 1945, after a dozen years as mayor, his energy was sapped and his body was racked with illness. But he refused to stop helping those in need. From March through December 1946, the former mayor gave his remaining strength as Director General of the newly formed United Nations Relief and Rehabilitation Administration.

Dynamic, restless, and spirited throughout his life, this supernova phenomenon of energy had to eventually come to an end. This happened 83 days before his 65th birthday due – officially – to pancreatic cancer. But to New Yorkers, he ended his civic duty after giving his "all" for his city and for America. "At 8:06 on the morning of September 20, 1947, the 5-5-5-5 bell, repeated four times, sounded on the signal system of the New York City Fire Department. It was the traditional announcement of mourning, which marks the death of a fireman in the line of duty or the passing of an important city official" (Rodman, 1962, p. 236). This was one of many tributes given then and since to "Hizzoner." Melvin G. Holli, in *The American Mayor: The Best & the Worst Big-City Leaders*, provides a survey conducted over a five-month period from January to May 1993. In this research, responses were received from 69 writers for the *Biographical Dictionary of American Mayors* (1999). These 69 urban scholars ranked, with the lowest being the best score, La Guardia with a mean score of 3.19. The mayor that was ranked number two, Tom L. Johnson of Cleveland, received a mean score of 6.59. Thus, for these municipal scholars, the Little Flower far outranked all other mayors (p. 3, 5).

In October 1994, Brooklyn-born sculptor Neil Estern's life-size statue of La Guardia was unveiled at La Guardia Place near the Little Flower's alma mater New York University Law School in Greenwich Village, New York City (see public domain photo). Fiorello's tireless efforts on behalf of New Yorkers have been recorded in numerous biographies. In one such work, Gloria Kamen (1981) writes that: "Almost no one remembers who was the first mayor of New York (his name was Thomas Willett) or

the names of most of the ninety-eight others who came before Fiorello Henry La Guardia, the Little Flower" (p. 3). Yes, Hizzoner has been widely acclaimed as the best big-city mayor in American history! Although much has been written about him, further examination is warranted regarding at least two areas: (1) his complex personality and his motivations for the decisions he made, and (2) his groundbreaking efforts in dramatically reshaping – and fundamentally reforming – New York City government.

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SPEAK OUT!

Not normal times

Aaron (Bill) Godfrey, Stony Brook

I am not a data collector or number cruncher, but was in a past life when I worked on Wall Street. Consequently my observations are anecdotal and though imprecise, probably correct. In the business world, people are usually paid for what they do (or whom they know) whereas in academia, especially in the humanities and social sciences, people are paid for what they know – which presents a two-pronged problem. How can instructors' knowledge be measured? How does that knowledge benefit their students?

The answer to the first is through publication of books and articles in their field of expertise. This seems a fairly straightforward way of looking at things, but it should be examined more closely. It has become a cliché that much scholarly work is "writing more and more about less and less". In many cases the publications do not advance knowledge and sometimes their obscurity makes them almost impossible to understand. They remain unread and bring little benefit or relevance to the university or to students.

The other issue is workload and being paid for what one does. This is a loosely defined concept

and hard to quantify. It is easy to measure what scientists do. They teach, they have grants, they spend a lot of time on campus. The parking lots of the science buildings are full days, nights, and weekends. The same cannot be said of those in the Humanities and Social Sciences. Parking lots near these buildings are empty nights and weekends including Fridays and Mondays. Of course, the claim can be made that technology eliminates the necessity of a presence on campus. But what about students who need face-to-face contact after their class time or brief, obligatory office hours?

Faculty workload is regulated both by a union contract and by a set of priorities agreed on by University governance (Senate) and the administration. Since the mission of University Centers differs considerably from that of the liberal arts colleges, faculty members at those centers enjoy greater flexibility and freedom. It would be considered outrageous for administration to require faculty to be on campus for 35 hours a week or for a specific number of days per week. In University Centers, "past practice" limits teaching to 2 three-credit courses per semester, or if the department is not involved in graduate education, 3 courses one semester and 2 the following.

These are not good times for SUNY. The recession has reduced tax levy funding drastically. It is not unlikely that adjuncts and part-time faculty will lose their jobs due to fiscal restraints. As a consequence fewer classes will be offered and it will take students longer to graduate. This could create a "perfect storm" that may undermine the credibility of SUNY and cause talented students to look elsewhere for a college education.

Perhaps some of us should think about putting our research on "slow" and consider teaching an extra class or two. It will not hurt us that much and the altruism will signal that we care about what happens to our University and students.

Many will complain that this would be the camel's nose under the tent, and that it would permanently disrupt the proper balance of teaching and research we have enjoyed for so many years, and that the balance will never return. These are not normal times, and it is not unreasonable to ask faculty to make sacrifices. When the economy recovers, we can hope there will be room for renegotiation.

SPEAK OUT!

Participate in CGL-ship Dennis Showers, Genesee 2009-2010 CGL Convenor

[Editors' note: In order to enhance cooperation between SUNY governance (the University Faculty Senate) and campus governance, several years ago, the Senate invited the participation of the Campus Governance Leaders at each of the Senate's three annual Plenary meetings. It also invited the Convenor of the Campus Governance Leaders to be a member of the Senate's Expanded Executive Committee, which consists of the Senate's officers and the chairs of its Standing Committees.]

The University Faculty Senate (UFS) supports the participation and travel costs of a Campus Governance Leader (CGL) from each state-operated campus to meet with his/her peers during the thrice-yearly UFS Plenary meetings. At these meetings the CGL's, of varying levels of experience, meet together to discuss issues and concerns and have the chance to propose activities that support the work of CGL's on their home campuses. The CGL group is treated as a Sector during the Plenary meetings, which means they have a chance to present concerns and questions directly to the Chancellor or her staff during the meeting. The CGL's also attend the sessions where presentations, conversations with SUNY Administrators and the Senators' discussions inform and give an opportunity to voice ideas to the UFS. The group is loosely-organized by an elected convenor who contacts possible attendees prior to the meetings to produce an agenda and chairs the rather informal meetings.

Many participants in these meetings find the experience valuable in increasing their knowledge and insights – benefiting both from the synergy of the group setting and from the wisdom of experience from veteran members. When asked to comment on the value of participating in the Plenary CGL meetings, participants responded:

- ▶ As a new, incoming CGL, the UFS Plenary meeting has been crucial in helping me to make connections with other, far more experienced CGL's. Advice, new perspectives, inside information, sympathy – all well worth the trip.
- ▶ Until I met CGL's from other campuses, I thought our governance structure was the only way to organize governance.

Meeting with other CGL's I discovered other options which we used to revise our governance at home for the better.

- ▶ Knowledge brings power – communicating with fellow CGL's and Senators provides that knowledge base.
- ▶ Although there's a world of wonderful documentation, these meetings are very helpful for knowing what's important.
- ▶ Seeing what a meeting looks like when I'm not running it.
- ▶ Getting perspectives on Community Colleges and CUNY
- ▶ I get to pester scholars for help with my research.

▶ Finally, the power of attending CGL meetings at the UFS Plenary is well-stated by a CGL who wrote: "This is my 4th (and last, at least for now) Plenary and I've learned something valuable in each one. Just about every initiative our executive committee has undertaken in the past academic year has been informed, and transformed, by the conversations with and suggestions from other CGL's, interested Senators, and UFS Leadership. I've done a better job as CGL because of my experiences at UFS Plenaries. Thanks!"

▶ We hope that more CGL's will find the advantages of participating in future meetings at the UFS Plenary.

FROM THE EDITOR'S DESK

Considering PHEEIA . . .

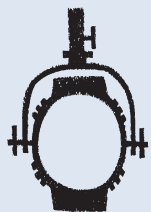
Continued from page 7

of the union and administration (which were vetted by each) on each element, and a column of attached commentary. After making certain that the language used to describe the positions of both the administration and the UUP was accurate, the chart, along with an explanatory letter, was distributed to all CGLs, members of the Senate, and members of Senate committees. The intent of this communication was to clarify many of the issues surrounding PHEEIA and the competing, often contradictory, contentions faculty were reading and hearing. This chart was one of several mailings sent to Senators, mailings that included SUNY-generated charts and graphs, as well as links to commentary by SUNY faculty.

In mid-March, after all the information had been sent, President O'Brien conducted a system-wide phone conversation that lasted approximately an hour and a half on the Empowerment Act. The 30 participants included Senators, CGLs, and members of the Expanded Executive Committee. Following that conversation, the Executive Committee drafted a resolution that supported the principles of PHEEIA. This draft was then the focus of further phone conversations among the UFS Senators by sector. These telephone meetings were held between March 22 and March 26, and the several suggestions for revision they generated became part of the final resolution.

On March 30, a little more than two months after the process began, the Executive Committee conducted a phone meeting, during which it passed the resolution by a vote of 4-1-1. President O'Brien then drafted a letter to accompany the resolution, which was sent to the Senators, the SUNY administration, and the members of the New York State Legislature, clearly identifying the source of the resolution as the Executive Committee of the University Faculty Senate.

From the beginning of this process, the members of the Executive Committee understood that, because of time considerations, they might need to comment on PHEEIA between the scheduled plenary meetings. Since this issue was of critical importance to SUNY as a whole, to individual campuses, to UUP, and to SUNY faculty and professional staff across the state, the goal was to provide accurate information as soon as it became available. In January, President O'Brien had promised that electronic media, in this case, both the internet and telephone meetings, would be used to keep the Senators informed and to solicit their reaction to the information they were receiving. Each step in the process described above was taken in light of that promise, and to fulfill the commitment that was made to Senators and the Campus Governance Leaders in January.



SUNY Undergraduates Shaping New York's Future: A Showcase of Scholarly Posters

Kane Gillespie, Stony Brook
Chair, Undergraduate Academic Program and Policies Committee

The Undergraduate Programs and Policies Committee members are pleased to report that the primary agenda item for 2009-10 was a huge success! We invited each of the 64 campuses to participate by selecting a representative few of their own undergraduate students to display projects to legislators and other Albany dignitaries in the Legislative Office Building. Following one year of planning, 150 students and 85 faculty mentors representing 32 SUNY campuses convened on April 13, 2010 in the "well" of the LOB for *SUNY Undergraduates Shaping New York's Future: A Showcase of Scholarly Posters*.

Based on initial feedback, we know that the event was a rewarding experience for undergraduates to showcase their research and creative work as well as an opportunity for SUNY to boast its successes and impact across the state.

Each campus displayed up to four campus-selected posters – totaling 98 posters – to represent collaborations between its faculty and undergraduate students. Of the 32 participating campuses, most of the 8 community colleges and 24 four-year colleges received visits from at least one state legislator. Needless to say, all the posters were very impressive.

Faculty and students networked across campus boundaries, viewed and discussed their posters with each other, and took advantage of photographic and schmoozing opportunities with their legislators. In fact, some of the posters were products of collaborative efforts among faculty and staff from multiple SUNY campuses. Although each campus was responsible for travel expenses for participants, the value generated by a relatively small

expense was extremely high for faculty, students, legislators, SUNY and the Undergraduate Committee (about \$15,000, not including campus expenses, which are estimated at \$400-\$500 per participant).

Using data from poster submissions, we produced a Journal of Proceedings for participants and attendees that includes the project titles, abstracts, authors and faculty mentor names. In addition, we plan to compile a website with photos, videos and attendee comments as an online report of the event. We also plan to send a Chancellor-autographed Certificate to each participating student and faculty member.

The success of the project is due to invaluable assistance, advice and input from Carol Donato, Tim Tryjankowski (subcommittee chair) and all members of the undergrad committee. We congratulate the students and faculty for their continued success in undergraduate research and scholarship, and hope that this event can be re-established in the coming year.



Committee on Ethics and Institutional Integrity

Janet Nepkie, SUNY Oneonta
Chair

Committee Charge: The committee will study and make recommendations to the SUNY University Faculty Senate President regarding issues of professional behavior, ethical conduct and institutional integrity as they relate to faculty, students, administrators and other personnel in SUNY and higher education. The committee will gather information and serve as a resource for the Senate and the University. The Committee will not serve as a disciplinary body nor will it take part in judicial proceedings. The Committee's area of activity and interest will be quite broad and will include but not be limited to the following areas as they pertain to the State University of New York:

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

The Committee on Ethics and Institutional Integrity was formed as an *ad hoc* committee in 2007 by Carl Wiezalis, the University Faculty Senate President at that time. Wiezalis felt that the University Faculty Senate should play a leadership role in responding to ethical questions that might arise in SUNY. He asked the committee to study and make recommendations regarding ethical issues in the academy. The faculty whom he approached to serve on the committee had many ideas about how the committee might function, but two ideas were especially central to the design of the new committee: (1) the committee would not serve in a judicial or disciplinary capacity, and (2) the committee would address ethical issues found in all constituencies of SUNY, including faculty, administration and students.

Within the first two years of its existence, the Ethics *ad hoc*



committee distributed a survey to determine “ethical concerns” to all four-year and two-year SUNY schools. The data gathered from the survey were used to identify ethical issues the committee would address in the future.

The committee studied policies on “ethics” and “ethical conduct” at colleges and universities throughout the country as it moved to formulate recommendations to the Senate President. The committee considered the formation of a SUNY Senate Ethics Institute to help support continuing study of ethical issues.

Report to the Extended Executive Committee on Academic Freedom at SUNY: In Fall 2009, the newly-elected University Faculty Senate, President Kenneth O’Brien, asked the Ethics Committee to report to the Extended Executive Committee regarding “Academic Freedom at SUNY,” especially as such freedom might be affected by the 2006 *Garcetti v. Ceballos* decision (547 U.S. 41).

In *Garcetti v. Ceballos*, the United States Supreme Court ruled 5 to 4 that normal First Amendment protections did not protect Richard Ceballos, a Los Angeles deputy district attorney who was demoted and transferred after criticizing a local sheriff’s conduct to his supervisors. In his decision, Justice Anthony M. Kennedy wrote: “We hold that when public employees make statements pursuant to their official duties, the employees are not speaking as citizens for First Amendment purposes, and the Constitution does not insulate their communications from employer discipline.”

The committee made a thorough report in January 2010, and concluded that the Policies of the SUNY Trustees seem to offer protection not found in *Garcetti*. The committee has not found indication that SUNY or any of its campuses intend to lessen the force of the Policies by following the *Garcetti* ruling. The committee recommended continued study of academic freedom at SUNY.

Symposium on Electronic Privacy and Anonymous Commentary in Higher Education: In April, 2010, the committee will present a symposium that will examine two legal and ethical challenges to colleges and universities associated with the use of technology:

- ▶ The laws and ethics governing “electronic privacy” at a state university or college: What rights of electronic privacy exist for faculty and staff?

- ▶ The laws and ethical questions associated with “anonymous electronic commentary.” What is the appropriate balance between electronic free speech and legitimate electronic communication, and what may constitute defamation, libel, hate speech or other undesirable or illegal activity in the world of blogs, websites, and other forms of electronic communication?

Speaker: SUNY Assistant Counsel Joseph Storch will provide legal guidelines for the use of technology in higher education. He will discuss issues of electronic privacy, as well as the ethics and legality of anonymous electronic commentary found in “blogs” and websites such as “Rate My Professor.”

Panelists will comment on the issues that animated the conference, and the speaker and panelists will respond to audience questions and observations.

Panelists:

- ▶ Andrew Fitz-Gibbon, Associate Professor of Philosophy, SUNY Cortland
- ▶ James Greenberg, Director for Teaching, Learning and Technology, SUNY Oneonta
- ▶ E. Thomas Moran, Founding Director, Institute for Ethics in Public Life, SUNY Plattsburgh

A detailed summary of the results of the presentations and discussions at this symposium will be included in the Fall 2011 issue of the *Bulletin*.

Survey to Identify Existing Ethical Study and Initiatives at SUNY:

As a result of its survey, the committee learned that many SUNY campuses have already included a study of ethical issues as part of course offerings. Some SUNY campuses have created Ethics Institutes and others are engaged in innovative projects integrating ethics into academic study and professional practice. In an effort to learn more about SUNY campus accomplishments with ethical issues, the committee will distribute a survey to all Chief Academic Officers on SUNY campuses in 2010.

Proposals to form partnerships with other Educational Institutions:

The committee is studying the possibility of forming partnerships with other respected educational institutions throughout the country that have already achieved significant accomplishment in the study and practice of ethics.

Future Seminars: The committee is making plans for a seminar in 2011 or 2012 entitled “Ethics at SUNY.” The topics addressed at this seminar will be broad enough to address ethical considerations of faculty, administration and students.

Members of the Committee on Ethics and Institutional Integrity represent an especially diverse combination of professional interests and accomplishment. The committee is always pleased to welcome new members.

Members of the 2009-2010 Committee on Ethics and Institutional Integrity

- ▶ Janet Nepkie, Chair, Oneonta
- ▶ William Baumer, University at Buffalo
- ▶ Andrew Fitz-Gibbon, Cortland
- ▶ Sara Grethlien, Upstate Medical University
- ▶ Charles Moran, Cobleskill
- ▶ Thomas Moran, Plattsburgh
- ▶ Kathleen Powderly, Downstate Medical Center
- ▶ Peter Thomas, System Administration
- ▶ Pam Schnell, Optometry
- ▶ Marti Ellerman, Advisor, System Administration



State University of New York at New Paltz

Eric Gullickson,
Director of Media Relations

Rose Rudnitski, University Faculty Senator

Glenn Geher, Professor and Chair of Psychology and Director of Evolutionary Studies

Walking across campus one weekend, this spring, I (Rose Rudnitski) encountered a woman who was part of a campus tour for prospective students and their parents. “I can’t get my bearings. I graduated from here 20 years ago and everything looks different. My daughter wants to come here, but it looks like a different place from the New Paltz I went to.” That encounter epitomizes today’s SUNY New Paltz. It is truly new in many ways; yet it is still SUNY New Paltz.

Founded in 1828 “in a valley fair,” New Paltz is the 99th oldest college in the country. First as a Classical School on the second floor of the New Paltz Common

School, and then, in 1833, as an Academy chartered by the New York State Board of Regents with its own building on the Wallkill River, New Paltz Academy produced many teachers even then for the Hudson Valley region. Then, as now, New Paltz was a little different, offering a liberal arts curriculum in its Normal School that was unique for its time.

In 1906, after burning down twice, the New Paltz Normal School was rebuilt at its current location one mile from the Wallkill River, which flows through the town. The original building, our beloved Old Main, was state-of-the-art for its time. It is now closed for extensive renovations and will once again be state-of-the-art when it reopens in 2011 and the School of Education returns to its home there. Like its nine sister institutions, New Paltz was named a State Teachers College and joined the nascent State University of New York in 1948.

New Paltz’s Vision: The more recent changes the mother on a campus tour saw and sensed did not result from a fire that burned down the campus, but instead are the result of the fire of vision. The college not only looks different, it “feels” different. The changes to the academic culture and ambiance along with the extraordinary changes in the student body of the college were the result of years of planning and effort that solidified with the vision of Steven Poskanzer, New Paltz’s outgoing president. His eight point vision has driven the academic changes that made New Paltz the highly selective liberal arts college that it is today. They are, briefly:

▶ **Continuing to raise the academic quality and selectivity of New Paltz’s students.** As New Paltz recruits stronger students, it also strives to maintain its socioeconomic, ethnic, geographic and intellectual diversity. International students constitute three percent of the undergraduate student body and are a key ingredient in the diverse mix. Still, New Paltz’s primary mission is to serve the State of New York, and 93 percent of its students come from this state.

▶ **Hiring and retaining faculty who are committed to both their scholarship and teaching.**

New Paltz hired 33 new faculty in 2008 and 14 new faculty in 2009.

Continued on page 14

SUNY New Paltz . . .

Continued from page 13

► **Teaching a curriculum that prepares students for their careers and lives.**

► **Linking student intellectual growth with faculty scholarship.**

► **Sustaining a residential character that reinforces educational goals.**

► **Meeting student needs:** New Paltz offers a rich co-curriculum that reinforces what students learn in the classroom, reflects their interests, and takes full advantage of the university's physical setting.

► **Addressing regional economic and schooling needs.**

► **Being a cultural and intellectual hub for the Hudson Valley.** In keeping with this vision point, New Paltz instituted the Center for Research, Regional Education and Outreach (CRREO). Under the direction of Dr. Gerald Benjamin, the center's research mission is to: conduct studies on topics of regional interest; bring visibility and focus to these matters; foster communities working together to better serve citizenry; and advance the public interest in our region.

Academic Programs: The above goals also set the foundation for innovations in academic programming in every college and school of SUNY New Paltz. One striking example is our interdisciplinary Evolutionary Studies (EvoS) minor. Since its official inception in Fall of 2007, SUNY New Paltz's Evolutionary Studies program has quickly become one of the most highly enrolled interdisciplinary minors at the college. This program, the second of its kind in the country, is modeled after the original program at Binghamton University, developed and directed by David Sloan Wilson. Wilson, a world-renowned evolutionist, is author of "Evolution for Everyone" (2007; Delacorte Press), a book that underscores the powerful explanatory nature of evolutionary theory. Unlike other interdisciplinary programs at most campuses that interconnect departments based on shared content, EvoS revolves around a core set of principles and concepts rooted in the basic principles of evolutionary theory. A core tenet of the program is that these principles apply to the

entirety of life, including human-kind, and, further, that evolutionary theory can and should be a set of tools to help create and sustain just, fair, and nurturing social environments.

In Fall, 2008, Binghamton and New Paltz were co-awarded a \$500,000 grant from the National Science Foundation to develop their current programs and to create a broad-based consortium of EvoS programs across the nation. With the help of this grant, there are now more than 40 American colleges and universities associated with EvoS through a consortium with a high-caliber website (evostudies.org) and accompanying open-access journal (EvoS Journal: The Journal of the Evolutionary Studies Consortium). Recently, renowned evolutionist Niles Eldredge (Director of Paleontology at the American Museum of Natural History), asked the core faculty associated with this grant (Rosemarie Sokol Chang, webmaster for evostudies.org, Glenn Geher, Director of EvoS New Paltz and PI on the NSF grant, Jennifer Waldo, New Paltz biologist and co-PI on the NSF grant, and David Sloan Wilson, Director of EvoS Binghamton and PI on the NSF grant) to edit a special issue of *Evolution: Education and Outreach*, published by Springer. This special issue, which will focus on the EvoS Consortium, is due out in 2011.

At New Paltz, the EvoS program includes courses and faculty from several departments, including Anthropology, Biology, Black Studies, English, Geology, History, Philosophy, Psychology, and Theatre Arts. The capstone course in the program is the Evolutionary Studies Seminar, which has become so popular that we now offer and fill four sections each Spring. This course includes lectures (which are open to the public) given by renowned scholars in the field of evolution. Significantly, the speakers in the EvoS Seminar Series represent varied academic disciplines - a fact that underscores the interdisciplinary nature of evolutionary studies. Recent speakers have included Gordon Gallup (Psychologist at SUNY Albany), Richard Wrangham (Anthropologist at Harvard), and Marlene Zuk (Biologist at UC Riverside). Public lectures in this series draw an average of 150 attendees. These seminars are followed by receptions that allow students and other attendees to converse with the speakers in an informal setting.

We have reason to be optimistic about the future of EvoS New Paltz.

Enrollments are still increasing and students across varied majors find common ground in the parameters of the program. An important element of the program includes curricular enhancing activities such as hikes into local natural areas, caving adventures into the deep Devonian epoch, and field trips to natural history museums. That's what EvoS people do.

Currently, the faculty of the program are in the process of applying for a new NSF grant that will increase the ability of EvoS to expand beyond the boundaries of its SUNY homes at New Paltz and Binghamton. For more information - and for links to the "EvoS blogs," including "Building Darwin's Bridges," written by New Paltz EvoS Director, Glenn Geher, please check out evostudies.org.

Not all programs at SUNY New Paltz are new. New Paltz continues to offer a world class education in its classic and traditional programs in the NCATE accredited School of Education, which has established partnerships with several school districts (<http://www.youtube.com/watch?v=9kMgleL2QYA>), and in which a new joint master's degree in Special Education and Literacy was recently launched; the College of Liberal Arts and Sciences, which recently celebrated the 40th anniversary of its Black Studies Department (<http://www.newpaltz.edu/blackstudies/>), the School of Fine and Performing Arts, home of the program in Metals ranked #1 in the nation by *US News and World Reports* (<http://www.newpaltz.edu/metal/>); The School of Science and Engineering, with its Solar Car Racing team that competes with its SUNY Hawk vehicle (<http://www.newpaltz.edu/solarcar/photos.html>); and the School of Business, with its many corporate and community partnerships and the Leadership Institute that provides leadership development to businesses in the region (<http://www.newpaltz.edu/schoolofbusiness/corporate.html>).

The Physical Campus Supporting Academics and Student Development:

It is no wonder that a returning graduate could not find her way around the campus. In addition to changes in its academic core and student profile, New Paltz has recently experienced an unprecedented construction boom. In addition to the renovation of Old Main, there is an entirely new structure on the concourse between the Haggerty Administration and Student Union

Buildings. This glass structure, called the "Aerie," which reflects the shape of the surrounding mountains, has won architectural awards and reflected in the college's new logo.

In conjunction with its very student-centered approach to the sciences, the physical plant for science instruction is also experiencing a renaissance at New Paltz. A new Science and Engineering Building is being designed with interdisciplinary, interactive teaching labs to facilitate student research and collaboration. This building will also be LEED certified. SUNY New Paltz opened the John R. Kirk Planetarium in 2007 in the center of the campus, and, on April 23, 2010, opened the Muriel Smolen Observatory on the south end of the campus. The observatory has four telescopes available for night sky viewing. These facilities support a new minor in Astronomy as well as other programs, especially in teacher education.

The Sojourner Truth Library will be also renovated in the next phase of campus improvements to further support New Paltz's academic mission. All the above improvements are in the context of a campus Master Plan that features conservation of our wetlands and a focus on green space and integrating with the natural beauty of the campus setting.

Over the last several years, each of the elements of the vision for SUNY New Paltz has fallen into place. The college's academic quality and its reputation are steadily rising and New Paltz's aspirations are well on their way to becoming a reality.

The glass structure shown below is called the "Aerie." It reflects the shape of the surrounding mountains, has won architectural awards and is reflected in the college's new logo.



Launch of the SUNY Strategic Plan



At the Plenary, Chancellor Nancy Zimpher provided a power-point presentation of the SUNY Strategic Plan, titled "The Power of SUNY." A summary of that plan can be found at the SUNY website.

Committee and Sector Reports

Reports of the Standing Committees and the five sectors (Colleges of Technology, Health Sciences Centers, Special and Statutory Colleges, University Centers, and University Colleges) are available at the UFS website, where other useful information may be found (www.suny.edu/facultysenate).

Substantive Resolutions Considered

Resolution of the University Faculty Senate on the Public Higher Education Empowerment and Innovation Act (see page 7).

Resolution on Presidential Searches, Guidelines for Conducting

Introduction:

The Governance Committee of University Faculty Senate was asked by the Vice-President/Secretary to consider Document 8400, *Presidential Searches, Guidelines for Conducting*. After some consideration, two issues were considered by the Committee: 1) proportionally larger faculty representation for larger campuses; and 2) the nature of the document as guidelines. Note that additional issues related to the search process will be examined by the committee at another time.

Background:

Item 2 in Preliminary "Steps in the Search Process" reads, "Unless otherwise agreed upon in advance by the chancellor and the council chair, the search committee shall consist of four members of the council (including the chair), six members of the full-time teaching faculty of the campus, one student, one alumni representative, one campus-related foundation representative, one academic dean, and one professional or support staff member."

Item 4 in Preliminary Steps in the Search Process in Document 8400 reads, "Taking care to assure that faculty representation on the search committee speaks for a broad spectrum of faculty opinion, the faculty shall elect its representatives to the search committee by secret ballot at an open session of the faculty governance group, at which a quorum of the teaching faculty are present."

The Governance Committee has been advised by SUNY Legal Counsel that during any presidential search there is close communication between the Chancellor's office, the Search committee chair and the College Council chair. Any modifications to the Guidelines are discussed with the Office of the Chancellor.

Resolution:

Resolved, the University Faculty Senate recommends the Chancellor advance to the Board of Trustees of the State University of New York that the name of Document 8400 in the Policy Manual, *Presidential Searches, Guidelines for Conducting* be changed to *Presidential Searches, Requirements for Conducting*.

Be it further resolved that the Chancellor recommend to the State University Board of Trustees that the portion of Document 8400 that reads "Taking care to assure that faculty representation on the search committee speaks for a broad spectrum of faculty opinion, the faculty shall elect its representatives to the search committee by secret ballot at an open session of the faculty governance group, at which a quorum of the teaching faculty are present" should be amended to read, "Taking care to assure that faculty representation on the search committee speaks for a broad spectrum of faculty opinion, the teaching faculty shall elect its representatives to the

search committee by secret ballot in a process developed in consultation with the campus governance body."

Be it further resolved, the University Faculty Senate supports the minimum constituents of search committees as suggested in the Presidential Searches, Guidelines for Conducting, including "six members of the full-time teaching faculty of the campus," but also encourages the consideration by the Chancellor of additional faculty representation on presidential search committees. The appointment of additional members by the chairperson should be done in consultation with the campus governance body.

155-01-1: Passed without dissent, April 24, 2010

Election of the UFS Vice President/Secretary



Norman Goodman, sociologist at Stony Brook University, was elected to an unprecedented third term as Vice

President/Secretary of the UFS. He is also a Senator from Stony Brook, the first Carl P. Wieszalis University Faculty Senate Fellow, and Co-editor of this *Bulletin*. Norm has served in the Senate for almost twenty years and was the first faculty member in SUNY to hold two Distinguished Faculty ranks (Distinguished Teaching Professor and Distinguished Service Professor). He is the author/editor of nine books and eighteen articles and book chapters, and had served several terms as a Campus Governance Leader and was chair of his department for twenty years.

Announcements

Outstanding art by SUNY students The State University of New York honored three students for exemplary achievement in the Arts, with the presentation of this year's Thayer Fellowship in the Arts and Patricia Kerr Ross Awards. Each year, a Thayer Fellowship in the amount of \$7,000 is awarded to one student, or shared among

several students, who demonstrate outstanding achievement and high professional potential in the arts. The Patricia Kerr Ross Award, for \$1,000, is given to a student, or shared among several students, who have demonstrated excellence, originality, and promise in the arts. Both awards are intended as a bridge between SUNY study in the arts and entry into a professional career in the arts.

"It is a great pleasure to provide some of our most creative arts students with financial assistance as they face the challenges that come with professional life and we wish this year's winners success as they begin their new careers," said SUNY Chancellor Nancy L. Zimpher. "Congratulations to both of these talented SUNY students for winning such prestigious and competitive awards."

"The quality of the artistic work of this year's winners is truly outstanding," said Artistic Director and SUNY Potsdam Distinguished Service Professor of Art Joseph Hildreth. "The panel of judges made difficult decisions among many fine submissions, but in the end they chose very well. SUNY, and its outstanding faculty, can take great pride in the achievement of our very talented students as they make their way in the world."

This year's Thayer Fellowship and Patricia Kerr Ross Award recipients were presented with their awards at the spring SUNY Student Art Reception in Albany. This year, two winners were chosen for the Thayer Fellowship:

- Kathleen Diehl, MFA in Performance and Choreography, SUNY Brockport – Dance
- Benjamin Firer, Bachelors in Music Performance, Education, SUNY Potsdam - Music

The Patricia Kerr Ross Award was awarded to:

- Kevin Zak, BFA in Music Theatre, Theatre Arts, University at Buffalo

About the Thayer Fellowship

The Thayer Fellowship was established in 1985-86 by the late Walter N. Thayer, Chairman of Whitney Communications, New York City, in honor of his wife, Jeanne C. Thayer, who was a SUNY trustee from 1974 to 1984 and an active supporter of the arts. The Thayers wanted to assist SUNY's most talented young artists at the most difficult period of time for a young

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professional, when the struggle to make a living can overwhelm even the most dedicated individual. The fellowship helps the artist take advantage of important opportunities.

About the Patricia Kerr Ross Award

Patricia Kerr Ross dedicated 30 years of service to SUNY, where she began in 1969 as Assistant to the University Dean in the University-wide Program in the Arts. Ross directed the University-wide Programs in the Arts from 1971-91, and over the years, was also a board and committee member, panelist and speaker for a variety of arts-related organizations in New York State. She was a founding board member of the Gallery Association of New York State in 1973 and the Association of SUNY Arts Presenters in 1982. Following her death in 1999, Ross' \$30,000 bequest created the Patricia Kerr Ross Award to benefit graduates in the arts by enhancing the outreach of the Thayer Fellowship program.

The artistic director for the Thayer Fellowship and Patricia Kerr Ross Award is Joe Hildreth, a Distinguished Service Professor of Art at Potsdam and a past president of the SUNY University Faculty Senate.

Nearly 100 applications for the awards are received each year. The applications are evaluated by a Jury Panel of experts in the various arts disciplines. The finalists are then interviewed in person by the Jury Panel, and their work is reviewed during performances, readings, screenings, and exhibitions. At the end of this process, the jury panel determines the winners.

The SUNY New Paltz Student Group Absolute Acapella Performs for the Faculty Senate



University Faculty Senators 2009-10

SUNY System Administration

Elizabeth Bringsjord
Johanna Duncan-Poitier

University at Albany

R. Michael Range
Daniel White

University at Binghamton

Kimberly Avery
Sandra Michael

University at Buffalo

H. William Coles
David Ballard
Henry Durand
Peter Nickerson

University at Stony Brook

Aaron Godfrey
Norman Goodman
Kane Gillespie
Edward Feldman

SUNY Brockport

Trish Ralph
Mark Noll

Buffalo State College

John DeNisco
David Carson

Cortland College

Mary Ware

Empire State College

Philip Ortiz

SUNY Fredonia

Reneta Barnava

SUNY Geneseo

Maria Lima

SUNY New Paltz

Rose Rudnitski

SUNY Old Westbury

Runi Mukherji

College at Oneonta

Orlando Legname

SUNY Oswego

Gwen Kay

SUNY Plattsburgh

Karen Volkman

SUNY Potsdam

Joe Hildreth

Purchase College

Jim McElwaine

Downstate Medical Center

Nancy Giordano
Vacant

Upstate Medical University

Diane Lufts
Dale Avers

Alfred State College

Joseph Petrick

SUNY Canton

John Nixon

SUNY Cobleskill

Barbara Brabetz

SUNY Delhi

Terry Hamblin

SUNY Morrisville

Jason Zbock

College of Environmental Science and Forestry

Klaus Doelle

Farmingdale State College

Daniel Marrone

Maritime College

Maryellen Keefe

College of Optometry

Rochelle Mozin

SUNYIT

Ron Sarner

NYS College of Ceramics at Alfred

William Carlson

NYS College of Agriculture and Life Sciences at Cornell University

Sue Quirk

NYS College of Human Ecology at Cornell University

Joseph Laquatra

NYS College of Industrial & Labor Relations at Cornell University

Richard Hurd

NYS College of Veterinary Medicine at Cornell University

Cornelia Farnum

Campus Governance Leaders 2009-10

Convener

SUNY Geneseo
Dennis Showers

University Centers

Albany
R. Michael Range
Binghamton
Sara Reiter
Douglas Summerville
Buffalo
Robert Hoeing
Janiece Kiedrowski
Stony Brook
Michael Schwarz

University Colleges

Brockport
Steven Lewis
Buffalo
Sharon Cramer
Cortland
Kathleen Lawrence
Empire State College
Phillip Ortiz
Fredonia
Bruce Simon
Geneseo
Dennis Showers

New Paltz

Simin Mozayani

Old Westbury

Caroline Sawyer

Oneonta

Steve Garner

Oswego

Susan Camp

Plattsburgh

Jin Kim
Karen Volkman

Potsdam

Christopher Lanz

Purchase

James Daly

Colleges of Technology

Alfred State
Karen Young
Canton
Charles Fenner
Cobleskill
Melody Eldred
Delhi
Julee Miller
Farmingdale
Robert Simins
Morrisville
Roberta Sloan

Health Science Centers

Downstate
vacant
Optometry
Richard Madonna
Upstate
James Vossler

Specialized Colleges

Environmental Science & Forestry
William Powell
Maritime
Richard Burke
SUNYIT
Rosemary Mullick