Chair’s Report
None given

Provost’s Report
Strategic Plan Implementation update – Provost Phillips handed out a summary of the implementation of the Strategic Plan this far. Highlights included:

- Increasing the number of full-time faculty
- Creating and adopting a new General Education Program
- Launching a new service for academic support - Advising Plus – which will also be expanding to draw in more activities - connection to study abroad, research opportunities, engaged learning.
- Offering nearly 40 sections of discipline-based first year courses and 17 Living Learning Communities for first year students
- Developing a new set of consensually derived external and internal criteria for evaluating doctoral programs
- Creating new units to address issues encountered by faculty in seeking and managing sponsored funds

Agenda for 2nd half of this year:

- Implementing the new General Education program
- Adopting a new Writing and Critical Inquiry program (search for Director is underway)
- Developing UAlbany’s professional, adult, and continuing education programs
- Expanding on the work of Advising PLUS
- Forming the UAlbany Council for Academic Support Services
- Launching the PALS program - faculty and staff volunteers mentor incoming students & get mug for free coffee.
- Engaging new undergraduate peer educators via an EAPS class
- Forming a new Strategic Plan Implementation Working Group to focus on online teaching and learning
- Discussing across campus the draft UAlbany “8 teaching principles” to support excellence in teaching.
- Creating a handbook for departments to use to engage part time faculty most effectively.
- Expanding professional development opportunities for graduate students.
• Delivering “Discover UAlbany”, a program to help new (and not so new) faculty and staff learn about the various parts of the campus.
• Developing ways to increase opportunities for undergraduate students to participate in research.
• Creating a pre-tenure leave program dedicated to enhancing time for faculty research.

A question was asked regarding working group on online teaching and learning - is there any discussion for what types of teaching online is more or less valuable? Provost Phillips responded that we are taking as a given that not everything is right for online delivery, but we are not yet taking a position on what is or isn't appropriate. The Provost noted that the local UUP chapter leadership had expressed a concern that online teaching could bring a new cadre of single-course faculty. She said that this is not at all the intention; rather, online teaching is being designed for our current array of instructional staffing. Of note, we currently have 5 graduate programs online - taught by both full and part-time faculty, with positive responses from the faculty.

A Council member asked about the honors experience for transfers. Provost Phillips explained that when we started looking at demographics of high school graduating population, it became clear that competition for first time, direct from high school, undergraduate students will be greater. Also, more students are making the choice to do their first two years at community colleges, and we need to be attractive to the best transfer students coming out of the community colleges. Currently, there is no way for transfer students to go into the Honors College, but we exploring the possibilities for creating a special transfer honors program - maybe residential, maybe just classes for outstanding transfer students.

New Resource Allocation Model
Provost Phillips distributed an update on SUNY’s new Resource Allocation Model. The old model has been non-functional for some time. Discussion over a whole year has resulted in a new program, which includes:

1. **Enrollment ($690m)** - allocated by how many students a campus has and how expensive it is to teach them; a three-year average was used in the calculations. The fact that we dropped enrollment in the last two years has not worked in our favor.
2. **Contractual Pay Differential Component** ($16m) - this is a Geographic differential - figured by union contracts
3. **Special Mission adjustments** ($17.5m) – Under the proposed model, UAlbany would have a special allocation for CNSE
4. **Research, Training and Public Service Component** ($63.5m) – Calculation rests on the Indirect Cost Recovery rate on federal monies- our federal Indirect Cost Recovery is much lower than other campuses in part because our portfolio of sponsored funds is currently less heavily focused in federal and science funding and more heavily focused on state and social science areas.

The result of this new model is a net loss for our campus of $1.8 million.

The Provost addressed the various points of the model. She said that the goal of the research component was to incentivize federal funding. On the UA campus, one consequent worry is that if the $70m SUNY budget for research, training and public service is tied to federal indirect costs, the model advantages institutions that were already getting a large Indirect Cost Recovery from the RF.
Campuses with significant losses will have those losses spread out over 3 years. Campuses with gains also have to wait three years for the full benefit to be realized. Colleges with significant losses in the new model have opportunity to apply for transitional funding to correct deficits. Under this, UAlbany has applied for $2m in transitional funds.

State Budget Update

The NYS budget is currently under review in the legislature. The most important feature of the state budget for SUNY is "maintenance of effort," which is a commitment from the governor to maintain the current level of state aid, regardless of tuition increases. We have not seen a cost of living increase provision (pay bill). Absent this, the University would have to absorb increases which effectively means a cut.

Another item of note is the absence of capital funding in the current proposed state budget. Mr. Beditz noted that we need about $1B in critical maintenance and new construction to meet our needs. We had been getting $33 m a year, so we had planned for that size of a budget going forward. Money to complete projects already underway, such as the central podium renovation and the new School of Business, has already been appropriated, so those projects should not be affected. However, nothing has been said about new 2020 building. We do have employees (no faculty) funded on the capital plan.

Another issue in the NYS budget is that it does not have $69M in appropriations for SUNY hospitals - if those funds are not put back in to the budget then SUNY will have to absorb that cut somehow.

A $3M pot for community colleges has been established based on performance based funding - one part of the funding is to tie vocational degrees to particular work force needs and industry partners. The Provost noted that the Chancellor is a proponent of “Outcome Metrics,” or funding programs that 'produce' something instead of 'doing' something. A concern with performance based funding is that it under it the legislature (as opposed to the faculty) could specify the metric. The Provost expects that the Chancellor will be asking for additional funding of this type for the 4 year colleges.

The proposed state budget (and the notions about performance based funding) are derived in part from concern about what higher education is accomplishing. This is reflected in a larger national conversation about the $175B a year that is spent by the federal government for student loans and funding for students in higher education. Questions that arise include: Are those dollars doing what they are intended to? Are students spending that money on programs that will give them employment and way to pay back those loans? The concern is that monies that are not producing desirable outcomes & adding a debt burden to students are not well spent.

A council member commented that the time to degree completion is an important concern, but increasing our nontraditional student base will make 4 year completion increasingly difficult. As we reach out to a larger nontraditional population, part time students and full time students with restrictions, this will also affect our completion rates. A question was also raised about three year degrees, because it was highlighted in the recent Chancellor’s State of SUNY Address. The Provost responded that the Chancellor's proposal is to reduce student costs using two tools: first, prior learning assessment through Empire State College could fill part of the 4th year for some undergraduates. Second, students could complete work during vacations and holidays by taking online courses. This would speed time to degree.
Dean Wulfert cited the potential to take advantage of online courses taught by high level faculty – this could be used within the entire system to speed degree completion.

Dr. Phillips commented that the 3 year degree and ‘Open SUNY’ notion, as mentioned by the Chancellor, means opening up access. This could create the capacity for any student anywhere to be able to complete a SUNY degree completely online. This might be done by putting together increased access to online courses, creating a SUNY-wide catalog, and having a financial aid package through the system so that students would still be “aidable” through their home campus. Under the plans possible in the “Open SUNY” initiative, it would be possible for a place-committed student in Plattsburgh to take Binghamton’s Social Work degree (illustrative example—not an actual possibility). In theory, a student could accrue general education credits from all over the system, and take Binghamton courses online - with half of her credits from Binghamton, she would thus earn a degree from Binghamton, having never set foot on campus.

Another example of how the “Open SUNY” notion might work for a more local context: a UAlbany student, living on State Quad, takes four classes onground here and a 5th course online at Binghamton because of scheduling conflicts if she were to take it here. This has the potential to make anticipating course enrollment demand very difficult. One question we must ask ourselves, going forward, is “How do we plan under these circumstances?”

Pedagogical questions were brought up by some council members: what about more advanced courses that can't be translated into online products? Other concerns discussed were that an essential part of college is interacting with new groups of people, and the online program may preclude this. Well-endowed private universities could end up having a monopoly on the ‘in person’ experience and everyone else would be relegated to an online education.

SUNY open course materials initiative: this initiative advocates having open access journals and text books with the argument that it could save students a lot of money, but this idea has potential negative impact on libraries.

Additional discussion was held about the potential impact this model could have on student services and educational in general in the future. In sum, the conversation covered many possibilities looking to a more “Open SUNY” focused future. Although the council is not in a position to act yet on these future scenarios, it was a fruitful exchange of ideas.

**UPPC Program Impact Statement**

Motion to approve changes to the impact form was approved unanimously. Stacy will send to Gail to put on web site.

Meeting adjourned at 3:47pm.

Respectfully Submitted,

Stacy Stern