

**Resolution on Fellowships to support graduate research for SUNY undergraduate students  
who wish to attend graduate school**

**Whereas**, there are limited external funding sources for graduate student research in both STEM and non-STEM areas and

**Whereas**, many outstanding SUNY undergraduate students engage in research projects but go elsewhere for graduate studies, and

**Whereas**, findings from *The 2015 Study of How to Engage SUNY-STEM Graduates in New York State*\* indicates that the most important initiative to attract outstanding students to SUNY graduate programs is to offer those students assistantships.

**Whereas**, the faculty of each baccalaureate campus value the research agendas of its undergraduate students, and

**Whereas**, student research is seen as an important link to economic development and jobs in New York State

**Therefore be it resolved** that the University Faculty Senate encourages the SUNY administration to explore the feasibility of offering a Chancellor's graduate fellowship at each baccalaureate campus to an outstanding undergraduate SUNY student to begin their graduate work at a SUNY institution.

\*The *2015 Study of How to Engage SUNY STEM Students in New York State* surveyed twenty-two graduate deans, of whom eighteen responded, in order to identify programs currently in place to attract talented students within New York State. Responses indicated that offering assistantships and internships, as well as readily available information about programs and stipends, were important and effective in the recruitment of New York State students into STEM graduate degree programs.

## History:

1) Governor Cuomo recognizes the importance of SUNY student research and its impact on economic development (<https://www.suny.edu/suny-news/press-releases/september-2014/9-16-14-gov-nysuny-2020/governor-cuomo-awards-55-million-through-nysuny-2020-challenge-grant.html>)

2) Chancellor Zimpher emphasizes the importance of growth through our students and our research in the 2010 Strategic Plan.

3) Findings from the 2015 Study of How to engage SUNY STEM graduates in New York State

Hypothesis: programs initiated at the campus will help to retain talent within NYS

Methodology: phase 1: survey graduate deans to identify what programs are currently in place at campuses; Phase 2: survey alumni to find out if they are employed in NYS and if they are employed in their field of study.

Results: We received responses from 18 out of 22 graduate deans. The data from the Dean's survey recognized the importance of assistantships.

## **Resolution on Open Access Publication**

Whereas, SUNY faculty members create scholarly research and publish it with commercial publishers to sell to libraries at increasingly unaffordable prices; and

Whereas, the SUNY Libraries recognize the need for faculty and students to have access to, read, publish in, and to cite high quality, high-impact journals in their fields of study; and

Whereas, SUNY needs to develop a multi-faceted long-term strategy for scholarly communications and library funding across our campuses; and

Whereas, such a strategy will require strong statements of direction from the SUNY System Office, significant cultural change on our campuses, and alignment with faculty governance;

THEREFORE BE IT RESOLVED that the University Faculty Senate encourages SUNY, its Libraries, and the Faculty to explore and support alternatives to publishing scholarship with commercial publishers; and

BE IT FURTHER RESOLVED that the Executive Committee of the University Faculty Senate work with the SUNY Provost office, the SUNY Librarians Association, the SUNY Council of Library Directors, and other stakeholders to create a task force to explore alternative models of scholarly publishing and communications, and their impact on promotions and continuing appointment, and to report back to the University Faculty Senate with an interim report at the Winter 2016 UFS Plenary meeting, and with a final report at the Spring 2016 UFS Plenary meeting, regarding the feasibility, desirability and logistics of adopting such alternative models.

A Rationale for a SUNY Strategy for the Future of Academic Publishing  
By Steve Weiter, in his role as member of the UFS Operations Committee  
April 2015

We need to change the model for academic publishing in order to maintain our ability to afford to fulfill SUNY's mission "to provide to the people of New York educational services of the highest quality, with the broadest possible access."

SUNY-wide, library acquisitions costs have grown from \$27 million to \$63 million from 2002-2012. , Yet we are not increasing our access to information relative to the increase in expenditures. We are paying roughly \$40 million more now than we were ten years ago for far less access to scholarly information. The number of volumes added system wide in 2002 was 165,000. In 2012 it was 91,000 volumes. The most recent SUNY negotiated contract with Elsevier is just one example in which the system-wide costs for access to holdings increased to over \$8 million per year

Across SUNY, we are paying more and have access to far less.<sup>1</sup>

There is little negotiating power with publishers unless SUNY institutions are willing to cancel subscriptions and walk away from the table. Since the faculty require access to specific titles, we can't do that very often, so we are forced to take what the publishers give us. These increases are annual, built into multi-year contracts, and have been consistent for more than two decades. They are "inevitable" as we currently do business. With decreased state support, limited revenue from rational tuition increases, more chargebacks from SUNY System, we cannot keep pace with annual price increases and maintain our collections.

**Cost Impacts:**

Every cost increase now means SUNY loses access to journal subscriptions, and monographs.

- **Monographic Purchases** by libraries have been slashed as those funds have been redirected to maintain serial subscriptions
- **Learning Outcomes for Students:** As libraries cut subscriptions or access to journals, students' participation in research declines.
- **External Funding** Grant applications depend upon timely access to current research.
- **Promotion and Tenure:** The rise of pay-walled access to scholarly publications, reduces the ability of scholars to engage in effective research and limits the impact of published works.
- **Support of Remote/Distance Education:** We can't support online learning if we can't afford online information.

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From "Library Acquisitions at SUNY State-operated Campuses, 2002-2012" University Senate Operations Committee, October 2014 Draft.

- **Interlibrary loan:** If no one can afford the subscription there is **no** source from which to borrow.
- **Library Staff and Services:** See chart below. As funds are diverted to pay for online subscriptions, SUNY is losing library professional and staff positions and therefore have a decreased capacity to provide support for teaching and research. This is happening at all levels, across the academic community.

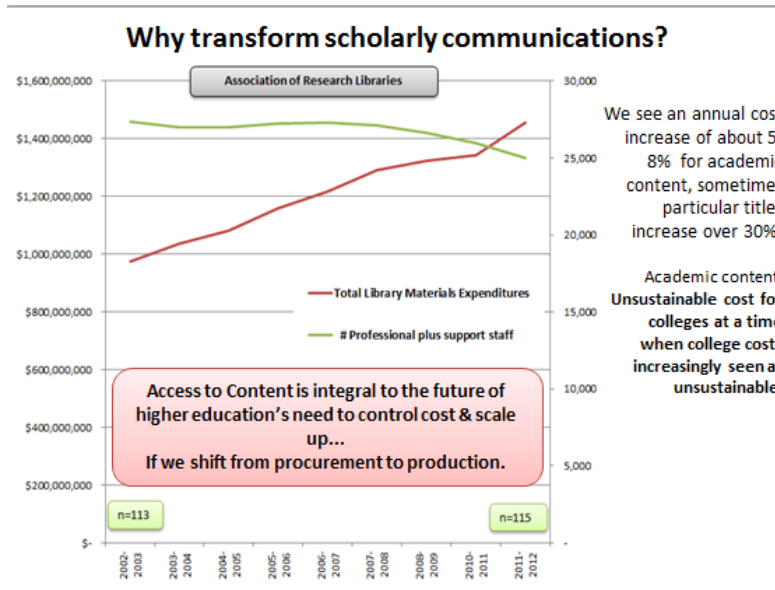


Chart Developed by Cyril Oberlander, former Library Director at SUNY Geneseo. Used with permission

### **Current Federal Open Access Policy is Insufficient to Address this Challenge**

Legislation has been passed <http://creativecommons.org/weblog/entry/41802> as part of last year's omnibus appropriations act, signed into law 1/17/14, that gets closer to the goal of open access to all federally funded research output. That legislation covered about half of all federal research investment. But it still includes a 1-year embargo (commercial publishers can control access for the first year of publication). So the requirement to purchase subscriptions from commercial publishers to access this material in a timely fashion is still there To add to the embargo quandary, according the article "[Team Science](#)" published in the [Chronicle of Higher Education, March 9, 2015](#) (paywalled for some readers) federal investment in research is shrinking, and corporate research funding is increasing (national average) by 61% since 2004. Articles resulting from corporate sponsored research are not covered by federal mandates for open access to funded research.

A concerted lobbying effort in favor of open access for ALL Federally funded research, and to shrink/remove the embargo period from the existing federal law would be a huge help towards driving a new model. But there is also less research funded by federal dollars, and the

corporate funded research represents a huge, growing “donut hole” that needs to be addressed.

### **Quality, Prestige, Impact, and Reputation**

Faculty and students need to have access to, read, publish in, and cite high quality, high-impact journals with prestige in their fields of study.

Most of us are aware of highly publicized scams, such as the “Get Me off your F#\$%ing email list” [paper](#). And yes that does happen. Biomed Central has publicly addressed evidence of fake-peer review and actively investigates such claims openly. However, if you pay much

attention to [Retraction Watch](#) it becomes clear that an incredible amount of bogus science gets published in traditional journals in which we nevertheless have a great deal of confidence (and for which we pay enormous sums of money). The article linking Vaccines and Autism entitled “Ileal-lymphoid-nodular hyperplasia, non-specific colitis, and pervasive

developmental disorder in children” by Wakefield, et.al. was published in the [Lancet](#) in 1998. It took twelve years to fully retract this article. Which instance did more harm?

While traditional scholarly publications are read by the expert community, that community is small and highly specialized. Replicating research is expensive, and verifying someone else’s research doesn’t result in funding or publication credit towards tenure. Access is restricted to those who can afford the subscriptions and memberships. . Therefore, disseminating and verifying research results, which is central to scholarly research, is hampered.

The more open and freely available an article is, the more people will have an opportunity to read it. It will reach specialists in a broad range of disciplines as well as non-experts. That not only indicates a greater likelihood of scholarly impact through citation propagation, but it also means that bogus science and false claims will be more quickly identified and retracted, and those retractions will get more notice in the press. The “open” marketplace is potentially much more reliable than the closed peer review system we currently rely on.

Cognitive authority and prestige are granted to online resources in other formats [http://www.nytimes.com/2014/10/27/business/media/wikipedia-is-emerging-as-trusted-internet-source-for-information-on-ebola-.html?\\_r=0](http://www.nytimes.com/2014/10/27/business/media/wikipedia-is-emerging-as-trusted-internet-source-for-information-on-ebola-.html?_r=0) . No one reads or pays for the OED or Britannica anymore.

Faculty must lead reform efforts in academic publishing. They could do this by publishing high quality work in open journals rather than expensive ones. What “prestige” – after all - does Science have if the content stops flowing to it and readers stop insisting we pay (thousands per year) for it? The professional societies, and the Faculty (Faculty across SUNY, and more broadly) could make this happen by granting/assigning value to open access publications in the P&T process, and by advocacy within and across the disciplines for this activity. SUNY System cannot dictate this, nor can the libraries.. It needs to come up from the department/discipline/society level, and from faculty activity. But it needs to happen, and it needs to happen soon.

## Open Access Mandates

It is time for SUNY, the largest comprehensive university system in the United States, to join the ranks of Harvard University and Massachusetts Institute of Technology in adopting Open Access mandates. OA Mandates are requirements that faculty seek to have pre- and post-print versions of their works openly available in institutional repositories, or through some other method of self-archiving. Our faculty are already producing research funded by organizations that have adopted Open Access mandates for grant recipients -- organizations such as the National Institutes of Health, Research Councils UK, National Fund for Scientific Research, Wellcome Trust and the European Research Council. Such a mandate would position us on the right side of history.

The University of California, The University of North Carolina Greensboro, the University of Kentucky, are all publicly funded institutions that have adopted Open Access Policies. Penn State and George Washington University are the latest major research institutions to embrace open access policies for scholarly work. There are now well over 650 research institutions, agencies, and funders with policies on Open Access. (see <http://roarmap.eprints.org/>) We hope that the SUNY faculty senate will embrace a similar policy (or set of goals, at least) at this plenary meeting.

Such a strategy will require strong statements of direction from the SUNY System Office, significant cultural change in the promotion and tenure processes on our campuses, and alignment with faculty governance.

### **Conclusion:**

We need to effect change in this traditional model of academic publishing in order to maintain our ability to afford to be a research-based institution that includes:

- **Pushback on the profit-driven publishing model.** Faculty are aware of the inequities inherent in our scholarly communication processes. More than 14,000 scholars (including two dozen from SUNY) have signed the boycott of Elsevier housed at The Cost of Knowledge (<http://thecostofknowledge.com/>). If SUNY believes that commercial publishers are not strong partners, then SUNY should say so, not just with words and dollars, but with influence, calling on faculty to cease the unpaid editorial, publishing, and refereeing work expected by commercial publishers.
- **Adoption of an Open Access mandate.** SUNY faculty already produce research funded by organizations that have adopted Open Access mandates for grant recipients -- organizations such as the National Institutes of Health, Research Councils UK, National Fund for Scientific Research, Wellcome Trust and the European Research Council. Such a mandate would position SUNY on the right side of history, and rectify the current lag of ten years or more behind many peer institutions in this area of policy.

The \$63 million spent SUNY-wide on journals in 2012 was money not spent on infrastructure, capital improvements, staff positions, faculty lines, support services, or decreases in the rate of tuition. It may have contributed significantly to the generation of research funding, but that doesn't always produce a positive balance on the indirect recovery side. As these costs grow, how many faculty will we not hire? How many faculty will we lose because we can't afford

start-up packages? How many grad students will we not be able to fund? How many disciplines can we not afford to support? How sustainable do we think this situation really is? If the system doesn't fundamentally change, how are we going to continue to afford to do this? All of us broadly, but particularly System needs to explicitly support these efforts. If you look at the wording of the I2NY E-Resources Licensing Manifesto, we take a hard negotiating line on specific contract language that many publishers loathe. We need backing from OLIS/Provost/Chancellor's Office to be able to stick to those principals or say "no deal" when the publishers balk at them.

The transition from a journal subscription model to a more sustainable economic solution that integrates Open Access will take time, and as we work towards that goal, our student and faculty researchers will continue to require access to ScienceDirect and other similar resources."

Therefore We recommend that the University Faculty Senate encourages SUNY, its Libraries, and the Faculty to explore and support alternatives to publishing scholarship with commercial publishers.

We further recommend that the Executive Committee of the University Faculty Senate work with Provost Cartwright, Associate Provost Hatch, the SUNY Librarians Association, the SUNY Council of Library Directors, and other stakeholders to create a task force to holistically explore alternative models of scholarly publishing and communications, and to report back to the University Faculty Senate at least twice during the next academic year regarding the feasibility, desirability and logistics of adopting such alternative models.



## **Joint Statement on Shared Governance**

New York's two systems of public higher education, the State University of New York (SUNY) and the City University of New York (CUNY), have three faculty governance organizations that represent the academic voice of the faculty, namely, SUNY's University Faculty Senate and Faculty Council of Community Colleges and CUNY's University Faculty Senate. All three faculty governance organizations agree that systems of shared governance are the most dependable and effective structures to support sustainable and innovative colleges and universities.

Equally important, the faculty's disciplinary and teaching expertise are essential for determining the curriculum, developing appropriate pedagogical methods, and advancing knowledge. Institutions of higher education work best when faculty, individually and collectively, are responsible for exercising their academic judgment to determine who teaches, what is taught, to whom and how, and what performance standards are appropriate. Colleges and universities that serve students with a wide range of academic preparation face a particularly challenging task. Faculty are responsible for ensuring that students learn, so that the college or university can fulfill its core missions of advancing and transmitting knowledge. In doing so, they must have the Academic Freedom to pursue effective expression of that judgment. While trends and demands from stakeholders external to colleges fluctuate over time, tradition and experience consistently recognize the value faculty bring to higher education's role in meeting societal needs for an informed and thoughtful citizenry to maintain and advance civil society.

--Adopted unanimously on by the Executive Committees of the three organizations, January 8, 2015

**Resolution: To Support Planning and Implementation of Applied Learning Experiences at  
SUNY**

WHEREAS, Article X § 4 of the Policies of the SUNY Board of Trustees stipulates that “the faculty of each college shall have the obligation to participate significantly in the initiation, development and implementation of the educational program”; and

WHEREAS, Article VI. § 3 specifies that “The University faculty shall be responsible for the conduct of the University’s instruction, research and service programs”; and

WHEREAS, Title 8, Chapter II, Part 52 (b) (3) of the Regulations of the Commissioner stipulates that  
“For each curriculum the institution shall designate a body of faculty who, with the academic officers of the institution, shall be responsible for setting curricular objectives, for determining the means by which achievement of objectives is measured, for evaluating the achievement of curricular objectives and for providing academic advice to students. The faculty shall be sufficient in number to assure breadth and depth of instruction and the proper discharge of all other faculty responsibilities. The ratio of faculty to students in each course shall be sufficient to assure effective instruction”; and

WHEREAS, Title 8, Chapter II, Part 52 (c) (5) of the Regulations of the Commissioner requires that “The institution shall assure that credit is granted only to students who have achieved the stated objectives of each credit-bearing learning activity”; and

WHEREAS, Title 8, Chapter II, Part 52 (e) (4) of the Regulations of the Commissioner identifies an administrative responsibility to ensure that “Academic policies applicable to each course, including learning objectives and methods of assessing student achievement, shall be made explicit by the instructor at the beginning of each term”; and

WHEREAS, academic institutional support, including a philosophical commitment evidenced by allocations of both financial and human resources, is required for internships and all credit-bearing experiential education to meet program goals of the department and academic units that offer them (e.g., interdisciplinary centers and cooperative education programs); and

WHEREAS, SUNY instructional faculty in academic departments and SUNY instructional support personnel in Career Development Centers share a common purpose to serve SUNY’s students and SUNY’s commitment to experiential education/applied learning; and

WHEREAS, academic departments and institutions that offer internships have a responsibility to assure the availability of adequate funding for appropriate faculty supervision of all types of credit-bearing applied learning, including regular internship site visits and/or other means of effective internship supervision; and

WHEREAS the New York State Education Department includes the expectation that “qualified

members of the faculty are assigned to oversee each internship experience,” for the approval and registration of programs containing required internships, (Guidance on General Academic Program Documents);

THEREFORE BE IT RESOLVED that all SUNY experiential education such as internships, co-operative education, and all applied learning and/or experiential education earning academic credit shall be taught and supervised by appropriate faculty who are members of the academic department (or similar academic unit) within the discipline in which the internship is offered and should be qualified to supervise the internship and other experiential education in the respective subject area; and

BE IT FURTHER RESOLVED that specific learning outcomes, carefully defined by faculty, will dictate the role a given applied learning experience contributes toward the requirements for the major or program; and

BE IT FURTHER RESOLVED that such credit-bearing experiential education shall be delivered with academic rigor and attention to educational effectiveness; and

BE IT FURTHER RESOLVED that faculty compensation and schedule for instruction and supervision of experiential education courses including internships, co-ops, and all other types of credit-bearing experiential education shall be commensurate with compensation and schedule adjustment of any other credit-bearing course taught by that faculty member, and,

BE IT FURTHER RESOLVED that when possible, faculty and student development personnel including Offices of Career Development shall work together to enrich the student educational experience.

## Resolution on Renewal of NYSUNY2020

Whereas, the New York State Legislature passed the NY-SUNY 2020 Challenge Grant Program Act (NY-SUNY 2020) in 2011, which was signed by Governor Cuomo; and

Whereas, the NY-SUNY 2020 Act authorized the Board of Trustees to raise tuition incrementally and predictably, establishing a rational tuition plan for 5 years; and,

Whereas, the Act also obligates the State to appropriate operating funds from the State General Fund, each year during this five-year period, no less than the amount appropriated in the prior fiscal year, which has commonly been called a “maintenance of effort” provision; and,

Whereas, the Act sunsets at the end of the 2015-16 fiscal year; and,

Whereas, the State has not provided sufficient appropriations from the General Fund to cover increases in mandatory costs, such as negotiated salary increases, during this five-year period; and,

Whereas, the University Faculty Senate has, since January 2003, supported the notion of a rational fiscal policy as a cornerstone of State support for the SUNY System;

Therefore, Be It Resolved that the University Faculty Senate of the State University of New York urges the New York State Legislature and Governor Cuomo to renew the NY-SUNY 2020 Challenge Grant Act through the 2019-2020 fiscal year with the three following interdependent elements:

Establishing a commitment to a true Maintenance of Effort by the State for the entire State University of New York System, whereby the State will maintain base funding at the FY 2015-16 and increase it annually by an amount no less than that necessary to meet increased costs of negotiated salaries, fringe benefits, and other mandatory inflationary costs;

Reauthorizing a rational tuition plan;

Renewing the tuition credit for TAP-eligible students by requiring that New York State allocate funds to cover the difference between resident undergraduate tuition and the maximum TAP award for those students eligible for the maximum TAP award; and

Be It Further Resolved that the UFS President is authorized to communicate this resolution to the Chancellor and Board of Trustees of SUNY and appropriate members of the State Legislature and Office of the Governor.