

#	Class	Q16 - Please add any other comments about the Public Higher Education Empowerment and Innovation Act (PHEEIA) in the space provided below:
1	Faculty	I am furious at UUP leadership for taking a position that does not represent its members.
2	Faculty	Interaction with business enterprises should be strongly regulated with respect to environmental concerns and perhaps more importantly with respect to their political influence on campus. Best if they are restricted to the current Incubators or the Academic-Industrial Park now in the process of development on the old Gyrodyne property on the other side of Stony Brook Road.
3	Faculty	More local autonomy is essential!
4	Faculty	I am VERY annoyed, disappointed and upset that UUP opposes this legislation, which is so crucial to Stony Brook's survival!
5	Faculty	The UUP should REPRESENT the interests and concerns of the majority of faculty and not just the interests of the union. Otherwise faculty should not be required to make mandatory contributions for the union dues.
6	Faculty	Enscocned unions always wish to defend the status quo without considering the greater good. This is such a case. Almost any effort that succeeds in giving local campuses, particularly the Centers, greater autonomy will be better than the current state of affairs.
7	Faculty	This is a rare opportunity to change the way the university is funded in NYS; it is an opportunity that we will have to make work, it comes with pitfalls and dangers like all opportunities, but it should not be allowed to slip away. Without it we will surely not grow or reach our potential; with PHEEIA we can finally achieve our flagship status and capitalize on it.
8	Faculty	Although not perfect, passing this legislation is essential to the growth of the University. Without some kind of change, SBU's capacity to achieve its mission, become a major player among US Universities (in particular AAU members) and hold tuition at reasonable rates, will surely be compromised. Moreover, whatever the tuition rates at Stony Brook, the education students receive will cost less than at other institutions of comparable quality.
9	Faculty	UUP has stated that it does not represent and does not need to represent or consider faculty opinions.
10	Faculty	I am disappointed that the UUP, to which I belong, is not supportive of this legislation, which would clearly benefit our university and the entire SUNY system.
11	Faculty	I'm in favor of the raising of tuition by \$400/year and agreements between the University and private businesses but not in the weakening of Union agreements or Environmental controls.
12	Faculty	I'm very concerned about the effects on students. We have a mission and a mandate to provide a quality education for the residents of NYS. Many of our students are first generation citizens and first generation college students; they cannot afford an increase in tuition. While the increases MIGHT bring us in line with average tuition for similar universities, since when is aspiring to AVERAGE a desirable goal?
13	Faculty	Fantastic opportunity to make Stony Brook stronger!
14	Faculty	Our new President in open forums discusses laying off 400-500 FTE's and then discusses hiring 500 if PHEEIA is passed. It certainly does not sound like he is interested in retaining employees but hiring a new mix. This is not what the University community wants and needs to hear.
15	Faculty	Critical to see new revenue source for Stony Brook / SUNY since the state has cut us badly and will do so more in the next few years to come.

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16	Faculty	I feel extremely conflicted. (That's why I answered "don't know" to so many questions!) I just don't know who to believe--the administration, when they claim that the Act would add new faculty jobs, or UUP, when they caution that this bill could lead, ultimately, to the entire *privatization* of the SUNY system and to the loss of union protections (including, possibly, tenure, I worry?) for faculty more generally. (I wouldn't be so worried about this if I hadn't witnessed the setup on the Southampton campus of a faculty system with far more work expected of faculty and far less protections, and the current growth at the School of Professional Development and their online classes of a system of adjuncts teaching without any sort of job protections at all--there may also be other examples I'm not familiar with.) I wish there were more information available on which to decide. Any chance you guys could make available, or tell us how to get access to, the text of the actual bill itself? And/or more detailed discussions of its provisions, perhaps presenting the pros and cons of each? Anything along those lines that you could do would be *so* helpful...
17	Faculty	None
18	Faculty	It is critical to the survival of SUNY and the state's ability to provide quality educational opportunities. The argument that the state will reduce funding even more if we are able to support ourselves is laughably naive considering the history of state funding cuts.
19	Faculty	I doubt the law will be passed. But I appreciate the effort that people are making. On both sides, actually. The debate should help clarify several important issues.
20	Faculty	The outsourcing of academy-related services on the Stony Brook campus has not proved to be advantageous to supporting the university's mission. The food services are expensive (and the quality not good); Barnes & Noble is pretty much a disaster; functions of BlackBoard cannot be fixed because they are administered by a private contractor; and now we apparently need a private firm to upgrade the course evaluation System from manual to electronic--as if we didn't have a Learning & Technology Center or an entire Computer Sciences Dept. capable of doing this. It looks like there's a lot of money at this university when it comes to outsourcing--but no travel money for faculty, low grad. students stipends, no money for the upkeep of old buildings with crumbling structures, offices with alternate-day heating and without air conditioning, outdated electrical systems, and in my building now faculty & employees are being asked to throw away their own trash. Truth is, every private contractor and administrator with ties to such wants to eat a slice of the taxpayer's cake. And the quality of education and research, thus the professional functioning of those in charge of this mission is way down the scale of concerns. Apparently, the reality of the private profit motive as motivator of quality work has not sunk into trustees and administrator's heads even after the latest recession/depression. Especially in an EDUCATIONAL and RESEARCH institution: people do best what they are interested in doing because to them it's of intrinsic worth, not because it makes them the biggest bucks. Hard to believe, but it's true! The whole situation here is really disheartening.

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21	Faculty	Our tuition is so far below the norm that it sends a signal that we are "cheap". It is very difficult to build a solid reputation if people think you are "cheap". It is a well-know concept that price is a powerful signal and the signal we are sending right now is simply wrong. By having a rational tuition increase projected out over the years to come parents know what their cost will be. Two issues bother me most. One is that the unpredicted 20 to 30% spikes in tuition are very unfair to those that just enrolled, while those who got a degree during one of the tuition-constant period got a break. This is inherently unfair and also makes it difficult to talk to parents about the cost of tuition. I have done recruiting for Stony Brook and this is a difficult discussion with parents. If you go to a private college you expect modest increases each year and can prepare for it. The second issue is that we currently have fees that cover cost that could be recovered by tuition. Having it as a tuition cost will help parents to write it off on their taxes. I think that there is sufficient sensitivity to the need for economically disadvantages students, so as to not diminish access. In fact if our reputation goes up it will be easier to raise funds for scholarship. Finally, current out of state tuition is lower than in-state tuition at Penn State (and probably other public schools in the NE). So effectively we are subsidizing the education of student from other NE States. I find the question about possible changes in the health and safety of workers misleading. Somehow this seems to suggest that the rules will be different for non-union workers. Work place health and safety is highly regulated and I don't see how having Union or non-Union workers make a difference.
22	Faculty	In this financial climate, the legislation seems like the only chance to save Stony Brook's status as a prime institution of higher learning.
23	Faculty	I think the timing is critical and we have to act swiftly. This Act seems to offer some solutions to serious financial problems affecting SBU, but it is important that the tuition not be so high as to destroy the accessibility of a SBU education to qualified students.
24	Faculty	This is a biased survey and is meaningless. No clear cut financial models have been proposed to justify the claim that 400 faculty positions will be created. I am not aware of any assurances that other NY State aid to education will not be reduced. Given the political environment in NY State it seems there is no one who could provide such assurance.
25	Faculty	The local UUP should have conducted this survey before taking a stand on this issue.
26	Faculty	From available information (not having read the fine print!) it would appear that PHEEIA would go a long way in helping us get out of our current dire financial predicament
27	Faculty	There is very troubling language in the bill that has not been discussed at all in public forums. For example, there is language suggesting that in the event that certain critical elements of the bill are found to be in conflict with any existing legislation, the terms of PHEEIA will prevail. There is language that, on the one hand, seems to protect existing contracts, benefits, and civil service status, but, on the other hand, gives the Board of Trustees exclusive and total authority to reclassify jobs and positions in the SUNY system. The Assets maximization Board, as constituted in the Bill, is nothing short of a train wreck, setting almost no substantive controls or limitations on the leasing and privatization of land, facilities, and functions. There is no compelling data offered to convince anyone that the outcomes that the bill imagines happening are in any sense realistic. Raising tuition, differential tuition, and SUNY control over tuition are by themselves defensible goals, although the way they are constituted in this particular legislation are not ideal. But the loopholes in the bill around privatization and continued enforcement of civil service and contract protection are large and multiple.

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28	Faculty	UUP's position is other-worldly. They think that if PHEIAA fails, the State will support SUNY more adequately. As control freaks (without control), they fear losing their illusory influence with the legislature. Their position provides cover to the control freaks in the legislature. A pox on both their houses!
29	Faculty	I believe that passage of this bill is essential for Stony Brook to continue to be a major research university.
30	Faculty	As a junior faculty member who has felt the crisis in higher education both as a graduate student and a faculty member, it is very clear to me that SOMETHING has to be done to (a) raise money for public universities to function -- money that will not be constantly cut or altered because of the state budget's larger problems; (b) make the public university system more sustainable in the long term. It seems to me that people (many in UUP included) want affordable, high quality education without being willing to pay for it, and this is true for many in NY state who don't want their taxes raised, but want universities to deliver quality education. Well, something has to give. PHEEIA represents a way forward, out of an impossible double-bind. It's imperative that we support it and explain why it is so critical to students and their families.
31	Faculty	I am concerned as a parent of SUNY students as well as being a non-tenured full-time faculty member. I am willing to pay more in tuition because it is still a great value, but I don't believe there is the slightest effort being made to support the full-time lectures that helped support the University in good times and bad.
32	Faculty	I believe that New Yorkers deserve to have some public (i.e., truly public - in my view this excludes Cornell and Syracuse) institutions that rank in the top 100 in research and education. We now have only a few campuses that make that cut-off and these are very poorly funded in comparison to other top public universities. I do not think we can stay competitive without additional resources (resources seem to have been constantly cut since I started at Stony Brook). By not having top public institutions in New York we are basically saying that only the wealthy (i.e., those that can afford a private school) can experience undergraduate education at a research university. On the flip side, my worry is that with PHEEIA SUNY will be run too much like a business and I think the business model is basically wrong for education (as it is for many other aspects of society). I would also like SUNY to have a system-wide environmental plan - i.e., where we build should consider the environment. Nonetheless, something has to be done and it needs to be done quickly so that we don't take large steps back in terms of academic rigor and cutting edge research.
33	Faculty	New York needs to recognize the value of state funded higher education. Higher education is a competitive market and SUNY needs the tools and funds to compete in it.
34	Faculty	We desperately need more faculty and staff in order to better serve our students. PHEEIA would provide resources for this aim. We need to be able to compete with other state universities in the country, which already follow this model.
35	Faculty	The UUP has taken an arrogant, heavy-handed approach to their position on this legislation. Union leadership is only concerned with how PHEEIA might influence their control. UUP officials took a position on the legislation without consulting their membership in the slightest, with local campus representatives telling us "we're doing what is in your best interest." Despite being a UUP member, UUP does not speak for me at all with respect to PHEEIA legislation.
36	Faculty	I strongly support it. Stony Brook university is not what it used to be. As an assistant professor I can say that the declining level of excellence in this university will strongly affect my decision of continuation here in the case that my tenure is granted. I feel like this university is on its way to mediocrity and only PHEEIA can take it out of there. Stony brook used to have a reputation of excellence that is lost now, but PHEEIA will allow

		this campus to become what it was once meant to be.
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37	Faculty	I don't understand why the UUP is so concerned about tuition. This does not seem to be a union issue to me. SUNY has been hamstrung by so-called legislative oversight. The layers of bureaucracy in NY waste money and make everything ten times harder to do.
38	Faculty	I am unclear why my Union is opposing this. I don't recall being asked by my Union about my preferences on this issue.
39	Faculty	pass it please. Is stony brook still a research university? Then get those who are collecting \$\$\$ while doing little/no research out of the system/union. The union is a great organization, but it has been taken advantage of by some people.
40	Faculty	Since tuition dollars will be the major source of funding, this act will result in departments being divided into those that bring in research dollars and those that bring in tuition dollars to support the hiring of faculty in the research departments. Faculty in the humanities and social sciences will need to be assigned increased course loads with a decreased emphasis on research to pay for the decreased course loads of research faculty. The value of research will be determined primarily in dollars.
41	Faculty	In these discussions it would be helpful to understand how "low income" is defined. What proportion of students now are "low income" and how many might not be considered low income but be considerably burdened by the tuition increases? How will the tuition increases impact the cultural and socioeconomic diversity of the campus, the quality of students, and the image of SB as a good education at a reasonable price?
42	Faculty	It would be helpful to have more discussions at the faculty and student & parent's level.
43	Faculty	Because of the severe fiscal constraints caused by the collapse of the capital market, everyone is looking for simple solutions. Unfortunately, smaller publicly funded entities such as university systems are the product of neo-liberal ideology. The basic idea is to let the tax payers go find their own education and pay for it with their own money, thus reducing taxes. If one were to pass this PHEEIA, I would first explore simply selling the education system to a private corporation. The cash flow is terrific; it would break the unions and salaries could all be re-negotiated, tenure abandoned, etc. In other words, one would have the ideal, neo-liberal university. Whoever could pay the freight could go, and, yes, there might be some scholarships. So, I would prefer that to keeping the system tied artificially to a board of trustees and the legislature. Just sell the campuses to whoever wants them in each community. If some don't sell, keep those in the State system with the system we have now. If one wants truly public education it has to be accessible and affordable to all. Allowing campuses to set differential tuition will drive all the poor to certain campuses of the system. Some of the "flagships" would like to consider themselves on a par with the privates, and by some measures they are equal, but they got there without differential tuition. It is just a question of who is on their faculty, right? So, letting individual campuses manage their own money is a recipe for disaster. Stony Brook is very badly managed, wasteful, and corrupt in many ways. Removing what little oversight there is now would be a huge mistake. Letting the fox in the hen house is not really a good idea. As tuition would rise, the salaries of the administrators would rise. There would end up being no greater number of teachers, no better education than there is now. Why do I know this? Because with the large sums of discretionary money they already have, they do not put it into teaching. They spend it on administrators and close friends and relatives who are hired under the guise of being the best qualified. No, it does not run well as is, but letting the inmates run the facility is not the solution.

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44	Faculty	The PHEEIA bill as written removes elected public officials from any oversight of SUNY administration and decisions concerning public property and resources. The bill as written is a road map for conflict of interest and abuse of power by unelected officials without legal recourse. There is no means to balance different views or provide a check on administrative power at the campus or SUNY system level. Increase of local power should be accompanied by an increase in local oversight power (e.g. viable and legally binding input by the University Senate on decisions of the administration.
45	Faculty	I am very strongly concerned about this bill giving the Trustees who are appointed along with the Univ. President (Administrators) have total power to build anything anywhere on campus without consulting anyone else on campus. The trustees in many cases, while well meaning have business interests and seek to gain monetarily with some of these business ventures. While I definitely think we need higher tuition rates and more money coming directly to the campus, these provisions giving unlimited and UNCHECKED authority to the trustees and president cannot be in this bill. Unless eliminated, the bill should not be passed.
46	Faculty	I have had opportunities to go to other universities and turned them down. I have hoped that Stony Brook and my department would be given the opportunity to improve. If this doesn't pass, and especially if my union helps to kill it, I will just give up on that hope and start looking for a faculty position at a university or in a university system, that understands how supply and demand works. I'm tired of being at a place that thinks it can be a world class university and charge bargain basement prices. If our tuition was simply a good price, we could be a much better university.
47	Faculty	Will the act impact on tenure? I have not been able to get any information on this subject. Tenure must be protected at all cost.
48	Faculty	I strongly support differential tuition, transparent incremental tuition increases over time, and greater local campus control over their own money. I am concerned about private-public partnerships because these are traditionally not very transparent and can benefit one group over another depending on who is in power both in the university structure and in local politics. I HATE the non-transparent nature of resource allocation, merit increases, department resources and allocations, and administrative policies and procedures. This act will only change the status quo if ALL transactions follow strict guidelines with full PUBLIC reporting, oversight, feedback, and evaluation
49	Faculty	Basically, I understand the UUP worries and I am particularly sensitive to environmental concerns given the recent hotel citing debacle. Those worries are not unfounded and need to be addressed. However, I feel the relationship between Stony Brook and SUNY central, and between SUNY and the state have been broken for some time now. The behind-closed-doors politics around SUNY budgets results in a rather arbitrary funding regime. The arbitrary funding makes planning difficult, leading to a seemingly endless series of strategic planning initiatives. There are large negative costs in terms of faculty morale and initiative. For example, infrastructure, the campus beautification aside, is a real problem. My department is fighting constantly for maintenance or reinstatement of essential library resources. The demands at Stony Brook in particular are severe. The repeated calls for greater efficiency in teaching I see in the media, while also requiring top notch research, seem laughable given that we already teach courses on a shoestring (huge class sizes, few TAs) due to past budget cuts and conduct our research and submit our grants within a failing infrastructure. Having been at an array of institutions, I can say SUNY is one of the most challenging

		<p>places I've been with respect to such pressures. All these things wear one down over time leading to less enthusiastic and less productive (not to mention more ornery) faculty. It has also poisoned the political climate on campus and in SUNY generally. It's hard not to give in to individualism and very difficult to feel part of a community under such pressures. Uncertain and limited resources engender a desperate grab-and-hold at all costs mentality that divides the faculty on campus and campus against campus. This attitude coupled with the lack of flexibility due to central control from SUNY forces the administration into its own strong arm tactics that alienate the faculty and community. It also sets the graduate students, who are not paid nearly enough as TAs at Stony Brook to survive, against the faculty and the university. Given the precedent set by Albany's recent smash and grab of SUNY tuition increases, I have been convinced the system really is unsustainable. Some insulation from budgetary and political pressures is needed for SUNY to remain a viable alternative for higher learning in the future. Faculty sense these problems intuitively all around them, but largely feel helpless to do anything about it. A large amount of intense frustration has built up over time. That partly explains why many I talk with are quite angry at the UUP for it's stance on this matter. They feel, and I agree, that UUP is not acknowledging how the status quo has failed and looks certain to fail even worse in the future. (The situation looks a lot like health care in some respects!) Faculty want to look forward, but they see their options and the potential to attract good colleagues in the future getting worse. My department has recently been lucky in this regard, but others have not fared so well. Retention of really good colleagues in the future is going to be a huge and potentially very expensive problem. Finally, I find the UUPs argument about affordable education to be a red herring. The fact is that we struggle desperately to provide a fairly good education to undergraduates at Stony Brook. It's a very very good value, but it is not really that great an education in absolute terms compared to other state universities and is almost certain to get worse, given that we have already maximized our efficiency. What SUNY does not provide at present is anything close to the resources that a top Tier I research institution should provide. I'm not philosophically opposed to central control, but tying the university centers to the other campuses doesn't make sense in this case. SUNY is simply too large and diffuse, and serving too many disparate interests to be run effectively this way. Under current constraints the university centers cannot develop into top flight research institutions – it's actually amazing they have done as well as they have really. So to get a truly top flight education, students and their families have to pony up many tens of thousands to afford Ivy League Schools or go out of state. Does that constitute full access to an "affordable education"? I think only in the narrowest and most retrograde sense. We only contribute to social and economic stratification of society when the economically challenged cannot access a truly top-notch education. This state deserves a public university that can provide that. Such universities are not cheap, but they can be made A LOT more affordable than the alternatives currently available to NY citizens. UUP needs to realize that we need to establish a new structure and equilibrium, as the old one does a disservice to the citizens of NY. There must be flexibility within SUNY to develop such a capacity if we are to really meet the needs of ALL students in New York.</p>
50	Faculty	<p>PHEEIA is abandoning SUNY's founding goal of affordable higher education for our state residents. Competing with private institutions of higher education with tuition hikes each semester would bring devastating effect on our student population and burden on their families.</p>
51	Faculty	<p>It is critical to our survival as a first class University</p>
52	Faculty	<p>It is absolutely insane that tuition is currently set by the legislature, making these important decisions inherently political and not at all in line with the central missions of the institution. All one has to do is review the history of tuition as managed by the legislature to see how dysfunctional the current arrangement has been.</p>

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53	Faculty	As is always the case, the devil is in the details. Most attractive about PHEEIA is the protection it would afford against tuition hikes being hijacked by the state government. In addition, our department is competing with the best programs in the nation for graduate students, with increasingly scant resources (teaching assistant lines, tuition waivers, etc.) that put us more and more at a disadvantage against the monied Goliaths. We need more resources. On the other hand, one hopes for reasonable and equitable tuition raises for our students, union protections, and public-private business collaborations that are legitimate. Overall, I support PHEEIA but would like to see the areas of concern expressed by the union addressed in good faith.
54	Faculty	Time to update
55	Faculty	We are about to be flushed down the toilet by the mess that is NY State Legislature. Anything that will let us be independent of those yo-yos has got to be better than what we have at present.
56	Faculty	An increase in money to the four universities (via tuition increase) will lead to increases in salaries of faculty and not a better education to students.
57	Faculty	The current system is holding SBU back, as we're constantly victims of the abundant NY state government dysfunctionality. Including its better support of the 'privates' than its own institutions. I don't know for sure that PHEEIA will make things better, but really doubt it could make things worse, and so I think it's worth a chance.
58	Faculty	If the PHEEIA is not passed, Stony Brook will become in to a mediocre university. Many of its best faculty trained and educated at the renowned universities of the world, came to Stony Brook with hope and ambition to make this good university a great university. If the extra help needed to make this place a great university or even the hope for such a possibility is crushed, by not passing this legislation, many of its best and valued faculty members will leave Stony Brook for other promising places.
59	Faculty	In considering whether to support PHEEIA or not, one must always consider the alternative. What other realistic alternative is there to protect the quality of our academic programs, their availability to students, and to protect the jobs of our colleagues without PHEEIA?
60	Faculty	While I strongly support the union in general, I strongly object to its stance on PHEEIA which I see as the only feasible avenue to preserve Stony Brook's quality as a teaching and research institution.
61	Faculty	It is high time that stony brook be allowed to spread its wings and become a world class university. I support this legislation strongly.
62	Faculty	I believe that the remarks I have made and those you receive from other faculty (I notice that you did not ask faculty vs staff in the demographics) show that we trust our own board of trustees much more than the legislature. This is simply because we believe that the board of trustees has the highest ideals of the institution (education), rather than those that are monetary (lowering tuition below market value earns votes). I feel that the singular focus of the union on union employees is an equally misplaced vision. Its all about education.
63	Faculty	Union opposition is based on their fear of losing power, but in fact, UUP has shown itself to be completely powerless in the face of declining state support. UUP position is based in part on the premise that a degree from any SUNY campus is equivalent, which is prima facie nonsense. Without something like PHEEIA, the SUNY system, and Stony Brook in particular, will continue to slide into mediocrity.

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64	Faculty	This is absolutely essential
65	Faculty	The legislature cannot have it both ways: either they must fund us, or let us loose. Otherwise SUNY becomes a second (or third) rate college system. No bill is perfect. But survival of the university is of paramount importance here. We can deal with labor issues through collective bargaining.
66	Faculty	For Stony Brook to be able to build in to a first class university, or even to maintain its status as a "on the cusp of first class" university this act must be passed. Without this we face a fast decent in to mediocrity or worse. I am extremely angry with the UUP's stance on this which I believe is very much at odds with faculty sentiment at Stony Brook.
67	Faculty	Very important for the future of SUNY. I am furious with the UUP for opposing it and think this opposition is short sighted and doesn't represent the members. On a minor note, the name and acronym are totally non-memorabile, and this has not been adequately publicized AT ALL by its supporters. Students and their parents need to be made aware of the consequences of not passing it in terms of greatly lowered quality of education and increased time to graduate due to inability to get into required courses. They still equate rock bottom tuition with being a "bargain."
68	Faculty	I attended a great state university, the university of California. In those days, it was illegal to charge tuition, and I believe this generation of children deserves no less. Students make a sacrifice to devote 4 years to become educated citizens, and the older generations of citizens should pay to educate the next generation of citizens. I have been at Stony Brook for 31 years. Administrators here range from dedicated, hard-working, and bright to self-serving, incompetent, and criminal. I think New York State government is fundamentally corrupt, and that is so ingrained that most New Yorkers don't even recognize the dishonesty. I think the administration is equally crooked. It is just a matter of time before Stanley becomes just another crook.
69	Faculty	I strongly believe that the state government will dramatically reduce state funding for SUNY as PHEEIA allows the SUNY trustees to raise and collect tuition themselves. We need a way to increase funding to the SUNY system without allowing the state to reduce its contribution any further.
70	Faculty	The UUP should be decertified. New York needs a right to work law. I am leaving Stony Brook for another University in part because I despise the UUP.
71	Faculty	I have less concern about the tuition increase than allowing private sector partnerships on campus.
72	Faculty	The passage of this bill is essential for the survival of Stony Brook and crucial if it is ever to rise in the rankings to become a top research university and an excellent undergraduate institution. It is a miracle that we manage as well as we do with the poor resources we have, but it can not last. I see signs of exhaustion in all of those that have kept the enterprise afloat through heroic efforts. The prospect of further cuts, or sustained budgets at this low level, would be absolutely devastating.
73	Faculty	This seems like the best opportunity we have had in a long time and partisan issues are not a reason to defeat it. We all need to look at the greater good of the university and SUNY.
74	Faculty	Our union's stance is unfathomable to me.
75	Faculty	SUNY standardly ignores faculty input; faculty governance is non-existent. UUP is the only muscle there is for faculty (and staff).
76	Faculty	I think the opposition to it is silly, uninformed, and counterproductive. It represents the loud voices of a small number of people who are viewing the worst possible scenario, not at all likely events to occur. Most of the detailed possibilities they cite are

		simply fear-mongering. I cannot fathom the real reasons for the opposition. I think the bill finally releases the SUNY system from the clutches of state agency regulators who treat the educational system much the same as the highway department or DOC.
77	Faculty	This is a no brainer. It MUST be passed if SUNY is ever to realize its potential.
78	Faculty	Stony Brook can only maintain its standards as an excellent and comprehensive institution of higher education if it has the financial resources to do so. Absent past levels of State support, SBU must gain revenues in order to flourish as a university.
79	Faculty	Rather than restrict access, PHEEIA will enable expanded access, since if SBU has more funds, it can offer more programs to more students. Expanding course and section offerings to enable more students to graduate on-time will mitigate the effect of higher tuition and reduce demand for student housing. My son is a student here, so I pay the tuition - which is a bargain at twice the price.
80	Faculty	R1 universities are different than small colleges -- different faculty, different students, different needs, and different costs. If SUNY wants to maintain "equality" than it will be a process of making the 4 R1 schools more and more like the small colleges. It certainly has happened in the 10 years I've been at Stony Brook. Less faculty, less research support, more pressure to do activities not involving research, etc.
81	Faculty	This bill appears to be essential for the future of Stony Brook. How else are we going to survey the huge cuts?
82	Faculty	This act grants to the SUNY universities automomy that is similar to that provided to other state universities across the country. The negative points made by those who oppose the act do not seem to be manifest in these other universities. These points therefore appear to be bogus. In any case, the act can be passed, and those points can be continued to be discussed ad hoc.
83	Faculty	We need to move forward with fall transparency and accountability. Management must be accountable for all private-public enterprises and conflicts of interest have to be taken very seriously in the future!
84	Faculty	The current structure, in which faculty are essentially governed by rules deviswed for the DMV and other state agencies, is detrimental. The union has ensured that UUP members receive good raises, for which we have to be grateful. BUT the structure of negotiation, in which the UUP negotiates contracts with GOER that the Legislature then does not fully fund, means that employees receive raises that are paid by cuts to the university: in the library, in hiring, presumably in funds for scholarships, and so on. The union delivers, and lobbies for the university--but the university does not have the power to determine how it spends the monies it gets: virtually everything is tied up in salaries. Giving the university more authority to set its OVERALL priorities (revenues, spending, and distribution) should benefit the university and its students.
85	Faculty	After 15 years of joint destruction by the incompetent and anti-academic President Kenny, and secular declines in public funding from Albany, this bill is the ONLY hope Stony Brook has to survive as a research university. President Stanley, however, seems delusional about its impact and chances of political success. They seem to have no plan B. Our central union, however, are on a different planet than Stony Brook faculty, who know what's at stake.
86	Faculty	Over the past several years faculty have seen class sizes explode. Students can't get the classes they need to graduate and therefore sign up for way too many courses, and don't attend them unless there is a quiz or test. Faculty and classroom space are insufficient for the number of students at Stony Brook. Stony Brook has a history of delivering a high quality educational product but it is declining. To sustain this, we may need to charge a bit more tuition. Stony Brook has one of the lowest in-state tuitions in the nation for an institution of its type. You get what you pay for.
87	Faculty	I am not sure it has a chance given the political environment in Albany

#	Class	Q16 - Please add any other comments about the Public Higher Education Empowerment and Innovation Act (PHEEIA) in the space provided below:
88	Faculty	While it may have flaws, it is the only proposal on the table that can prevent drastic cuts that will have a negative impact on the quality of the educational experience at Stony Brook.
89	Faculty	Each SUNY campus is different, why shouldn't the tuition and operational strategies differ?
90	Faculty	State support for SUNY has been decreasing for two decades and this will likely accelerate whether PHEEIA is passed or not. To begin to separate SUNY from the vagaries of the state budget process is essential for the long term health of the University system. The UUP's stance on this is unconscionable.
91	Faculty	Our legislature is currently completely dysfunctional, and often makes sweeping decisions in a highly irrational manner. Our campus could only benefit if we were better insulted from micromanagement by legislators who too often seem to be motivated by motives that should be considered irrelevant to higher-education policy.
92	Faculty	The quality of higher education will be improved if PHEEIA is passed.
93	Faculty	I am appalled at the stranglehold that Stony Brook now suffers at the hands of Albany, and I worry that this year marks the start of a steep slide towards mediocrity (esp. in comparison to other NY metropolitan universities and colleges and in comparison even to other major public universities). The status quo, I fear, will doom the quality of education at Stony Brook, given faculty losses and growing class size, and pull it down, along with the rest of SUNY, because legislators and the union fear unleashing the power of local flexibility and initiative to rebuild and regroup in the face of this fiscal crisis.
94	Faculty	I am saddened that UUP to which I pay dues is not consulting us of our opinions, but go ahead and have mind of its own on this issue. There has to be a way to opt out of paying dues to UUP if it is not representing us, which may be the majority on this issue against UUP.
95	Faculty	there are some provisions I have concerns about, but I think the measure is necessary for SBU's survival as a first-rate university.
96	Faculty	This in most ways is a classic public "justice and equality for all students" versus "private innovation" proposal. Separate tuition from the other campuses presupposes, incorrectly, that Stony Brook's undergraduate educational mission is elitest and above the rest. It is not. If I am correct, then undergraduates are subsidizing the research arm of the university by hiring many faculties (if you really believe this. I am skeptical that this will happen). The average Stony Brook student, one of a very large number, is NOT going to benefit from the scholarship done here. I regret to say this, but I believe it to be true. I do believe that a small minority of students benefits immensely from our scholarly efforts, but should the rest pay for this? As for private schemes on campus: to cut down more woods? To increase traffic? To distort the educational mission? Private endeavors would be ok if they are kept to a restricted private industrial incubator area.
97	Faculty	I think this act is needed to immediately preserve jobs and programs.
98	Faculty	I have been waiting for such legislature for 36 years. It is necessary if we wish to advance from a moderately good university to an excellent university
99	Faculty	If PHIEEIA is not passed, SBU will sink and I will likely look for a faculty position at another university.
100	Faculty	This legislation, while imperfect, is needed. It would be better if the state committed more funds directly but that (considering our dysfunctional legislature) is unlikely.

#	Class	Q16 - Please add any other comments about the Public Higher Education Empowerment and Innovation Act (PHEEIA) in the space provided below:
101	Faculty	I very much regret UUP's across the board opposition to PHEEIA. I would prefer that they focus on fixing provisions that might threaten union workers' health and benefits, and also on guaranteeing environmental protection. But to oppose differential tuition is to threaten the availability of quality education for low income New Yorkers. We are not just any employer; we are an academic institution, and quality education and scholarship need to be protected and promoted.
102	Faculty	We need more open discussion about details of this act in order to formulate an educated opinion.
103	Faculty	What is the income distribution of current Stony Brook students? Without that info. I don't think I can judge this fairly.
104	Faculty	I'm not sure the University--Stony Brook--has shown itself to be a better manager of funds, nor a better planner than the State legislature. So while I think it better for Universities to have more control over their budget than a particularly dysfunctional state legislature, I am also concerned with the short-term thinking of the University, which in its (perhaps understandable) rush to raise revenue does ethically and politically troubling things like participate in the Korea satellite campus. When money drives every decision, then other discussions about the purpose of a research university are foreclosed. We will end up like every other major institution in a neoliberal state: dependent on private funds to do what we do, with all of the consequences that entails.
105	Faculty	We need to support PHEEIA as its provisions will enhance the growth and development of Stony Brook University as world class university. I look forward to its passage and implementation.
106	Faculty	I am very concerned about the power and authority that would rest at the campus level. Having lived through the previous administration, my view is shaped by the fiscal overextension and misplaced priorities of the SSK reign, from which we are now suffering (having little fat to cut in critical sectors). And that happened with oversight from the legislature (thru SUNY). Imagine the possibilities with more local autonomy.
107	Faculty	I am only part-time at Stony Brook.
108	Faculty	Public-private partnerships represent mechanisms that transfer public money to private corporations without any improvements in public service.
109	Faculty	It sounded better when President Stanley only told us that if we raised tuition it would stay on campus. With all the other possible changes it does not sound as good.
110	Faculty	I do not trust private corporations to act in the best interests of SUNY students.
111	Staff	I am very concerned about future protections for those faculty and staff who will remain on campus after I retire, not just the workers who employed by potential private/public entities on campus.
112	Staff	Shifting the source of funding on to students backs will not change the state's spending habits. Ultimately we will still face 'cut backs' in spending, even on things not directly funded by the state. In troubled times school districts cut funding even for things that do not cost the districts money - strange as it sounds - yet it none the less happens. Why would state universities be any different. (People can 'claim' to cut funding, even when the cuts are not related to actual spending of state provided dollars.) Even today we already see this in budgets.
113	Staff	Must insure that low income students will not be affected by tuition increases and denied access to SUNY, especially the university centers.

#	Class	Q16 - Please add any other comments about the Public Higher Education Empowerment and Innovation Act (PHEEIA) in the space provided below:
114	Staff	SBU needs this Bill to pass if we are to adequately fund our campus.
115	Staff	It has long been a problem for Stony Brook University and other SUNY campuses - that the proceeds from tuition and other campus generated income have been usurped for purposes OTHER than educating our students. The state legislature knows about as much about Higher Education as it does about herding cats - that is to say, nothing. Allowing for modest, consistent tuition increases that parents and students can budget, allowing SUNY to control the proceeds of the tuition removes SUNY from the whims of an extremely fickle and foolhardy government system that is far too changeable. Allowing our student's tuition money to be raided to close budget gaps NOT CREATED by SUNY, continuously depleting our resources and draining the budget - results in a campus infrastructure that can not be strengthened or made whole. We have had 10 years of "doing more with less" only to see the fruit of our labors used for purposes unrelated to educating our students. That has got to stop. I support PHEEIA wholeheartedly!
116	Staff	a town-hall debate scheduled during campus lifetime would be helpful to understanding the scope and issues of PHEEIA
117	Staff	I wish there was much more information giving us the bottom line in laymen's terms regarding how: 1> this act will affect the students, staff, curriculum and campus in general if passed. 2). How this act will affect the students, staff, curriculum and campus in general if NOT passed.
118	Staff	I don't know whom to trust. After almost 20 years at SBU I've seen too many nasty things.
119	Staff	The PHEEIA will give too much power to management on each campus. In the long run this could create problems in job security and benefits for faculty and staff
120	Staff	No compromise to state support of public higher education. Honor charter, contracts and public trust.
121	Staff	I understand that generating money for the campuses is a great priority--however, why are there labor law modifications on a bill that passes itself off as a way for campuses to raise cash? This strikes me as a very underhanded way of making our campus community poorer in the guise of helping us move forward. I sincerely oppose this bill in its present form. It should be redrafted.
122	Staff	All parties concerned ought to tread carefully and deliberately, taking stock there is no silver bullet in the fiscal crises of our time. This bill may look acceptable from the outset; but, as we all are aware, there is little going back when things don't bode well in the future.
123	Staff	I have several concerns about this act and without the proper answers and provisions I cannot support it. First, I am concerned for our students who attend Stony Brook and have made it the major contender it is today. Stony Brook measures up to Ivy League schools all over the world. Why do these students attend Stony Brook? Most attend because they can receive a quality education and a degree from a well known university without going through interminable financial burden. A lot of our students also receive acceptance letters from NYU, Columbia, Yale, etc, but they decide to come to Stony Brook specifically because the rising cost of education is making it impossible for star applicants to go to these schools. I hear stories especially during admission time of people who want to attend school, but without any support it is not possible for them to attend. I process leaves of absences and withdrawals for the same reason. These are people who are acceptable into the school out of hundreds of applicants. Years ago, you could not do many things without a high school diploma. Nowadays, the bachelor's degree has as much value as a high school diploma and it is not free to receive one. I received a Bachelor's Degree and am now paying off loans for the next twenty years. I am one of the fortunate who does not have to defer or even default because of not being able

		<p>to find a decent job after graduation. However, I owe my finding a job to the fact that I had clerical experience I received while studying in college just as much if not more than the fact that I have a Bachelor's Degree. The Bachelor's Degree is a standard requirement that does not offer all the experience that businesses require. It seems unfair that we expect students to attend at whatever cost and then leave with a degree and a mountain of loans to pay for an education that does not guarantee employment. With the current economic crisis, it is very difficult to land a position in your field and make ends meet. Even entry level jobs require not only the degree, but also professional experience. It seems we are putting underprivileged quality people at a disadvantage. I have to wonder how many students will have to drop out of school because they cannot afford it any longer and how many will chose Stony Brook when the advantage of lower tuition cost is no longer a selling point. I have heard some people mention that low income students will receive protection from the rising costs, but no one has explained how they will be protected and how do we designate someone as "low income". I also imagine that with the newfound autonomy of SUNY systems from the legislators how much of the state funding may also be cut with the new excuse our ability to raise tuition. How much of these funds will actually go to the departments directly and how much in the end will go to new faculty hires. And I am very much aware that the policy for at least certain departments has been for them to "run with less". Some departments do fight to become known in the outside world in spite of these burdens, but still do not have the proper resources to become better. How much of these funds will actually benefit them? I also have concerns as to how we can protect union workers if new hires can come from outside contractors. I am sure unions have a stigma to certain people, but they also are the only ones looking out for their employees in a crumbling economy with the national unemployment rate at an all time high and new graduates finding it hard to find positions that they should be qualified for. I have my reservations about the kind of people making decisions for middle and lower classes, people who are not going through the same struggles. My suspicions are that this act may not be as beneficial as it appears and unless someone explains how these concerns will actually be rationalized to the benefit of everyone involved, I must say I can't support it.</p>
124	Staff	<p>This is a ploy by Albany to decrease support for SUNY from the State budget and shift the cost to the SUNY undergraduate population through tuition increases.</p>
125	Staff	<p>WE should STOP paying for non Americans and non NYS students to get free rides. If NYS residents support this university then THEY are entitled to some sort of tuition assistance and NOT anyone else. Employees children receive 0 support for education and yet we are paying for it. Private institutions give free rides to all their employees' children and they do not pay for it.</p>
126	Staff	<p>It is clear how this will help SB, but its not clear how it will hurt UUP members, and I am confused as to why the union is not supporting it.</p>
127	Staff	<p>I strongly believe that virtually all tuition dollars generated by enrollment at Stony Brook University should STAY here. SBU is unique within the SUNY system -with a teaching hospital and exceptional ongoing research. It is essential that these efforts receive the support they need -not only to maintain current levels - but also to GROW. We are presently attracting extremely well-qualified students into our research graduate programs, some of whom are gaining national/international acclaim for their work. Unless SBU receives adequate funding, these gifted students will surely go elsewhere, to use more modern facilities, more faculty, better housing, etc. I think each institution within the SUNY system should be permitted to set its own tuition rate, based upon its size, facilities, staffing, and needs. It seems inequitable that a large and complex university such as SBU should be forced to subsist on the same tuition as the much smaller institutions. Thank you for allowing me to express my opinion.</p>

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128	Staff	Theft by any other name is still theft.
129	Staff	The current structure and system clearly don't work; the State is a mess, and while it's not perfect, PHEEIA at least offers a chance for the universities in the system to be in control of their own destiny. If the existing system continues, I think we will see either the demise of SUNY or it will become a mere shadow of it's former and current self; the degrees will not be worth the paper they are printed on.