I. Approval of agenda – moved and carried.

II. Approval of October minutes – moved and carried. (Note: September minutes will be approved when Laurie returns.)

III. University Senate President’s Report (N. Tomes) – Noted that all reports will be short to have time for Provost’s discussion on enrollment. N. Tomes commented on the discussion in the Executive Committee meetings based on a statement made from the floor at the previous Senate meeting that “The Senate has no power.” She read a statement from Camilo Rubbini: “... even if the Senate does not have the "authority" over many decisions, we do indeed have power. Some of you gave clear examples of how the Senate has influenced decisions. More challenging to verify, but also relevant, is how the functioning of the Senate has conditioned Administration's decisions. We do not have the counterfactuals, but my impression is that, because of Senate, administrators made better choices than they would have made otherwise (even when many of these decisions were not in consultation with the Senate).”

IV. Report of SBU delegation that attended the SUNY University Faculty on October 18-20, 2018.

Stony Brook Senators in Attendance: Susan Glodstein, Kevin Moriarty, Fredrick Walter, and Pamela Wolfskill. Others from Stony Brook: Nancy Tomes: Campus Governance Leader and Norman Goodman, Senate Fellow. Highlights are as follows but Senators were encouraged to visit http://www.sunyufs.us/all-docs-pdf.html for all the resolutions and reports.

1. New Chancellor Kristina Johnson discussed:

   Values. Chancellor Johnson spoke of the shared values we have at SUNY: We are student-centered; focused on shared governance; diverse; collaborative; community engaged; and collegial. Given the current polarization in our society, (i.e., that our civil society is not civil), higher education has a key role in understanding our culture and values, and in passing along our culture to the next generation.

   Vision. Her vision involves a broadening of higher education from providing institutional curriculum to providing individualized learning; from a focus on knowledge dissemination to curated learning; from knowledge in silos to predictive networking systems.

   Initiatives: She highlighted attracting and retaining traditional and non-traditional students; promoting innovation; and ensuring sustainability of SUNY as her primary initiatives going forward. In terms of recruiting and serving students, current online programming across SUNY is good, but can it be scaled up? That is the focus of the recent RFI to vendors. We will need to grow the faculty as we grow enrollments. Innovation, entrepreneurship, and interdisciplinary partnerships will allow SUNY to amplify our impact. And finally, sustainability needs to be more than just energy and environmental sustainability, but also financial transparency and the stewardship of resources needed to sustain the operations of SUNY.

   - PRODI-G (Promoting Retention Opportunity for Diversity Inclusion and Growth) plans to increase by 1,000 in the next decade.
   - Pressure on faculty to pass students to keep excelsior scholarships.
   - What is being done to improve infrastructure and hire faculty due to enrollment increases.
   - Compiled a 5 year predictive investment plan.
• Established a $600,000 fund with IBM CEO for student emergencies for those whose money is on the margin.
• Seeks to hire faculty ahead of retirements as a framework for the future so mentoring can happen. Plans are for 100 new faculty per year.

2. Tod Laursen, Provost & Senior Vice Chancellor: Made some personal observation on SUNY (after 7 weeks). First time meeting UFS and described his background as an engineering faculty member, his administrative and international experience, and what drew him to the position at SUNY. Framework: He described his initial perspective on the strengths of SUNY (its mission, the scale as a system with differentiated campuses, the valuing of diversity, and SUNY’s ability to impact the innovation economy of New York state). There are opportunities to increase the visibility of SUNY’s impact on the state, improve communication within the system, provide more seamless transfer, and bring research and graduate education to their full potential. Individualized Education: In this area there are plans to work on seamless transfer, micro-credentialing, EOP and related programs, Guided Pathways, applied learning, and research-led teaching.

V. Discussion of President Stanley’s report (J. Greiman) – Items of note:
• Reflected on the passing of Charles Wang.
• 4000 attendees at the Cultural Competency training and issues are being talked about.
• While S. Stanley was not present, she gave highlights from the President’s State of the University Address which is on line that included statistics on graduation rates, the high quality of the incoming freshman class and how over past 17 years, freshmen enrollment, admittance and applications have all increased, helping drive up the total enrollment to 26,254 this fall with 17,522 undergraduate students.
• Gift of $1million from Frances Brisbane
• Hiring hold is still in effect
• Retro payment – SUNY to help fund and will work with legislators to get increased support.

VI. Discussion of VP for HSC’s report (K. Kaushansky)
• SON Dean search is underway
• SHTM Dean search is underway
• Budget issues plague SHTM. Athletic training is teaching out the undergraduate program and has moved to masters degree
• SOP put on shelf due to lack of state support. Never matriculated a student. All faculty transitioned to another program.
• Upcoming ribbon cuttings for MART and Children’s hospital. (MART over budget due to delays but State Construction fund will pay for overage.)
• A suggestion to have the “Stop the bleed” program on campus was made and will be considered.

VII. Discussion of Provost’s report (M. Bernstein)
• Searches will be launched for Deans of Graduate School and Library. Watch for announcements. Will be run out of the Provost’s office.
• First quarter budget meetings taking place. On track to resolve operating deficit on West Campus by next year. Accumulated debts will be resolved by 2020/21. Hard work is paying off with the hiring freeze. Last April, Provost’s office prepared a stabilization plan (multi-year budget plan). This is a living model. This includes
anticipated revenues and anticipated expenses. It was presented to CAPRA. There have been monthly updates with CAPRA provided by Heather Montague. Anticipating rising costs and projections about enrollments. It’s on the basis of the stabilization plan that I can say we will pay off our accumulated debt in the next two years. As we look forward in the next 3-5 years, a key part of the stabilization plan our projections about enrollments in both the UG & Graduate side. Which allows me to share information with you about enrollment planning.

VIII. Mini-forum on expansion of undergraduate enrollment

A. Report from the Provost about enrollment plans (M. Bernstein)
What are the goals with respect to growing enrollment? One is financial. Students are the geese that lay the golden egg. We would not project enrollment growth plans that would somehow jeopardize the mission or quality of the education or research side of the University. As J. Greiman said, students want what we deliver and they are excellent students. There is an unyielding growth in applications and we should pause and acknowledge that. Alumni often say they couldn’t get into Stony Brook now. In our stabilization plan, we have plugged in a growth in UG Enrollment of approximately 1,500 students over the next 5 years though 2022/23. They will be a mixture of domestic/international, in-state/out of state. This equates to 350 students a year. That’s only undergraduates. On the graduate side we’re looking at more aggressive goals in the Master’s programs. There are challenges on both sides. Why are we doing this? Not only for financial reasons but also our size as a SUNY campus matters. Right now Buffalo is the largest SUNY School in UG students. Our growth enhances our sway in Albany. In terms of AAU metrics we’re on the smaller end of the distribution. Cash Flow is not a bad thing either. As we admit more students and more cash is running through our arteries, this is good for us. These are the motivations behind the growth expansion. Challenges: On the graduate side, Master’s instruction means we end up doing less Doctoral instruction. This is what enables us to pursue and be part of our mission as an AAU. AAU membership depends on the Ph.D.s confirmed. On the UG side, space, housing, parking, library, food, sewage are all harder to manage as we become larger. We have no desire to ignore what the challenges are.

Students are the geese that lay the golden egg. We are in a wonderful space. There is an unyielding demand by students for our education and the quality of our admitted students goes up each year.

Q: Think about pros/cons in increase enrollment, how to decide what % of students are in-state vs. out-of-state given our goal of educating New Yorkers. Who makes the decision and how is UG council involved?
A: The ultimate decision is made by Pres. Stanley with advice from VP table. The ratio is 5/1. 1 International student pays what 4-5 in-state pay. Council is involved with provisioning seats.

Q: Andrew/Senior – We have to stop growing outwards and grow upwards given how small the construction budget is.
A: If resources are available, we have room to expand if the Capital budget increases. Digital delivery of curriculum has to be put on the table.

Q: How do we monitor enrollment so not all students are STEM?
A: This generation has overwhelming interest in STEM. Computer Science is desired by many students outside that major. We have capacity to grow in some non-stem areas. There are General Education needs i.e. writing/rhetoric, math, etc.
Q: Axel: You say we want to grow the number of UG by 1500. Last week the opposite was suggested because it costs more to teach a student than we receive in tuition.
A: The 1500 is the number we plugged into our model. There is no way the tuition we charge covers the cost. We have to manage the mix between int’l and in-state (while meeting needs of students in NY); cash flow is something we are trying to accomplish here. Having cash running through our budget is helpful.
Q: Transfer students are not asked for SAT scores. How do we manage with transfer students who say never got anything less than an A and you are giving me a “C”.
A: Don’t have projections to link to transfer students. The seamless transfer is creating challenges.

New Business
A. Wendy Tang, announced S-BOLD (Stony Brook Online Learning Development) Initiative:
   - Stony Brook Online Learning Development
   - Go to [www.stonybrook.edu/s-bold](http://www.stonybrook.edu/s-bold) and complete the one page application for course offerings: Fa 2019, Sp 2020, SU 2020
   - Timeline: Application Due: Dec 21, 2018; Award Announcement: March 1, 2019
   - Maximum Award: $10K
   - Increase Seats to Meet Demands: Large Enrollment Courses (e.g., Foundational Courses, SBC, etc): Online, Hybrid, Flipped, Master Course
   - Flipped/Hybrid: online lectures and f2f recitations; online lecture and shorter lab/lecture sessions, etc.
   - Master Course: Faculty Member(s) develop a template to be used in subsequent offerings
   - Contact: Wendy Tang, wendy.tang@stonybrook.edu (631 632-7012)