

Faculty Senate

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

Faculty Senate Bulletin

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Peter L. Knuepfer
President
University Faculty Senate

At the Year's End

With our academic year well underway, it's high time to welcome you to 2015-16 and to update you regarding activities of the University Faculty Senate (UFS).

First of all, I want to notify you of some changes in our communications this year. Those of you who are regular readers of the Bulletin will notice that we have not included a report on the happenings at our Fall Plenary meeting, which was held at Buffalo State College, October 22-24. Instead we have posted a summary of the meeting, along with reports of our standing committees, the resolutions that were passed, and summaries of the question and answer exchange with the Chancellor, on the UFS website. Our intent is to have these summaries posted within a week after each Plenary Meeting. This provides our Senators—and everyone else—a brief report with which to inform the faculty and staff on each campus. I hope you will find

those reports useful.

The summer and fall have been especially busy at SUNY and on the campuses. At our June Board of Trustees meeting we passed a new Diversity and Inclusion policy for SUNY. Among its many provisions is the requirement for appointment of a Chief Diversity Officer on each campus (although campuses can share the position if necessary) as well as plans for increasing the recruitment and retention of faculty and staff to increase campus diversity, and examining the special issues associated with dual-career couples. This is all with the stated and challenging goal of making SUNY the most inclusive university system in the country.

The summer also saw the first formal closing of the sale of the Long Island College Hospital property. This is a major step in finishing the long-standing LICH saga.

The biggest and probably most significant activities during the summer were the development of Performance Improvement Plans, required of each campus, and proposals for funding from the SUNY Innovation Fund. The New York State Enacted Budget required all campuses to develop a performance improvement plan, to be approved by the Board of Trustees by December 31, 2015. Most of the work to develop plans was done during the summer, and I know that many if not most campus governance bodies provided significant input and/or review early in the fall semester. Most campuses submitted their plans to System Administration by the October 21 due date. These plans were to focus on a campus'

intentions to set goals and meet certain of the metrics that are part of the SUNY Excels initiative; in fact, in many cases the development of the plan required a rapid appraisal or even re-appraisal of the campus' existing strategic plan—and certainly the process did not provide adequate time for the kind of deliberative review that an examination of a strategic plan should entail. But the legislative mandate really drove the process, unfortunately. Campus Governance Leaders were kept in the loop by System Administration with the same information provided to campus Presidents and Chief Academic Officers.

Other items in the State Budget gave SUNY some additional funds, some targeted, some up to the Board of Trustees to allocate. Specifically, an additional \$4.4 million was allocated

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FALL 2015

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to the EOP program; \$18 million was provided to distribute to campuses in support of their Performance Improvement Plans; \$55 million in capital funding was provided in continuation of the NYSUNY2020 funding. By adding to the pot the \$9.5 million that was allocated for continuing support of the Empire Innovation Program (designed to hire "star" faculty), \$9 million for support of financially challenged campuses, and \$4.1 million in loans for enhancing Open SUNY, System Administration provided a grand total of \$100 million, open to competition. Through an RFP process, campuses submitted short (2-page) White Papers (what I would call a pre-proposal) by the end of August. A sub-set of these proposals were approved for development of full proposals, and a sub-set of them will be funded. External panels reviewed all of the proposals and made recommendations to the Chancellor and the Board of Trustees. In total, over \$89 million in funding was proposed, so obviously not everything could be funded. And successful proposals needed to be tied to Performance Improvement Plans. Once again, much of the work was done during the summer, in some cases with little input from faculty (though on some campuses there was more substantial involvement of faculty governance).

The Enacted State Budget also requires each campus to make applied learning opportunities available to all students by Fall 2016; SUNY must provide the Board of Trustees with an applied learning plan by June 1, 2016, which involves the amalgamation of individual campus plans for supplying applied learning opportunities; and each campus must conduct a feasibility study of, and a decision, of whether or not to require an applied learning experience for all students. Provost Cartwright established an Applied Learning Steering Committee that includes

representatives of UFS, the Faculty Council of Community Colleges, the Student Assembly, and faculty of Distinguished rank; Christy Fogel from Monroe Community College and I are the co-chairs. This committee, with substantial help from Elise Newkirk-Kotfila of the Provost's office, developed a set of criteria to guide campuses in development of their plans; faculty involvement is a central component. By April 15, 2016, campuses will need to have submitted plans describing what kinds of applied learning experiences are available to students, including defining the role of faculty. The feasibility study and final decision on whether or not to make applied learning a degree requirement must be completed by May 2017. As I hope you are aware, SUNY is proposing a significant modification of the current Patents and Inventions policy; this was discussed at the Spring 2015 Plenary meeting. The proposed policy remains under review, including ongoing discussions with UUP regarding implications for terms and conditions of employment.

The Chancellor commissioned a task force, composed of faculty, student, law enforcement and government representatives, to develop recommendations to support SUNY institutions as they modernize policy and programs in the digital age regarding social media communications by students, faculty, and staff. The task force worked during the summer (yet again a summer process!) and issued a draft report in September; review of the recommendations is ongoing, with likely development of policy and guidance early in 2016. Late in the session in June, the Assembly and Senate passed legislation that would obligate the State to provide a true maintenance of effort in its funding of SUNY and CUNY. Specifically, the legislation calls upon the State to not only not cut SUNY's base budget (the current law), but to increase the base budget to cover mandated costs

such as negotiated salary increases, inflationary increases such as utilities, etc., and to extend this maintenance of effort to the SUNY hospitals. At the time of this writing, the legislation has not yet been forwarded to the Governor, who is expected to veto it, but it certainly was a strong statement of intent from the Legislature. Looking forward, I urge all of you to press your legislators to stand firm on the MOE legislation and incorporate it into the 2016-17 budget in order to provide the necessary State support of SUNY. SUNY's 2016-17 budget request, recently approved by the Board of Trustees, asks for this maintenance of effort, along with additional funding to expand the Innovation Fund that was made available this year.

Recently, two other task forces/working groups have been empanelled at System Administration, with input and membership from the UFS. One is looking into the potential for developing a SUNY open access journal and strengthening open access participation in SUNY. A second is examining the implications of "banning the box"—that is, removing the "box" on the SUNY application that asks whether the applicant has been convicted of a felony, which has in effect resulted in limiting access to higher education for freed felons. This is an interesting issue, balancing fairness and access with concerns regarding campus safety.

So, as you can see, the University Faculty Senate and campus governance bodies have been engaged in a broad range of activities over the last several months, many of which will have profound impacts on the future of SUNY and our individual campuses. I greatly appreciate the dedication of so many faculty and staff who make it possible for the UFS to provide substantive input into these initiatives, and I hope more of you will consider engaging with our committees in the future.



Nancy L. Zimpher
Chancellor
The State University of New York

Seamless Transfer is Widening the Path to Completion

After we announced SUNY's groundbreaking seamless transfer policy last month, a former student of two SUNY colleges visited the local admissions office at Empire State College and inquired about picking up where he left off. His goal: to complete college before his children do.

An estimated 7 million adult New Yorkers don't have a post-secondary credential—something that will be required for 69 percent of the jobs in the state by 2020.

This man's college journey exemplifies SUNY's commitment to making seamless transfer a reality for students, and I cannot say thank you enough to you, the faculty, for your assistance in making our policy – the nation's most comprehensive – a reality for our students. As we aim to increase the number of degrees SUNY awards annually from 93,000 to 150,000, seamless transfer is just one way we are giving students the support they need to complete college on-time and at less cost.

As faculty, you are familiar with our need to accommodate transfer students as they move throughout our system in every direction and that all of campuses are all both senders and receivers of transfer students. By the numbers, more than 30,000 students transfer within SUNY every year, about half moving from a community college to a four-year school. The other half take a less traditional path – from two- to two-year, four- to two-year, etc.

Our policy accommodates the directional mobility of all students, and that’s what sets us apart from others nationally. No matter where students begin or end their educational careers, SUNY supports their success. The policy also reopens doors to students like that returning Empire State College student, who began pursuing a degree years ago but never finished.

What we have done is guarantee transfer, between our 64 campuses and online through Open SUNY, of 30 general education requirements as well as discipline-specific courses in the major called Transfer Paths. The result: true junior status for students who complete two

years of study, wherever they transfer within the SUNY system. There are currently 52 Transfer Paths in place for the start of the 2015-16 academic year, ranging from aerospace engineering to nursing and theater, and there are more to come.

We have also capped the number of credits for all undergraduate degree programs at SUNY, with a maximum of 64 credits for an associate degree and 126 credits for a bachelor’s degree. This ensures that students can gain the knowledge and skills they need to be successful in their field of study without having to take excessive credits—a significant cost and time savings.

In all, more than 1,000 SUNY faculty and shared governance leaders collaborated to achieve seamless transfer for our students. Together, we have aligned more than 32,000 academic courses that comprise the most common majors and account for more than 95 percent of transfer students. It is truly a collective achievement!

Thank you again for your support throughout this multi-year process.



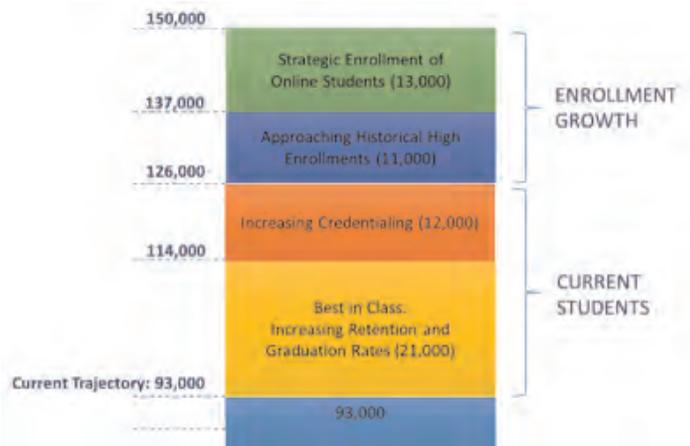
Alexander N. Cartwright
Provost and
Executive Vice Chancellor

Fall 2015 is a particularly noteworthy time in SUNY’s history as we mark the implementation of seamless transfer, launch a new system-wide policy on diversity and inclusion, and, at the same time, implement the SUNY Excels performance framework through

Success, Inquiry and Engagement and also detail priority areas of focus, distinctive programs, and services. What is overwhelmingly clear is the careful thought and planning that went into each document. Taken as a whole, these plans provide a succinct overview of how individual campuses and, in turn, System as a whole, will move forward.

In most cases, campuses have set strategic, yet ambitious, goals for continuous improvement throughout their plans. Over the coming weeks, my staff may be reaching out to some campuses with questions, seeking to clarify data, or to discuss a particular goal.

At the System level, we worked to provide campuses with guidance to help in goal



development of Performance Improvement Plans. I want to thank UFS President Pete Knuepfer, UFS members and campus governance leaders for their leadership and input on each of these efforts.

As I write this message, my office has just completed an initial review of campus Performance Improvement Plans. As you may know, these plans provide campus goals related to key metrics in the areas of Access, Completion,

setting by sharing data about SUNY as a whole, all institutions in their respective sectors, all institutions in a given admissions selectivity group (student high school GPA and SAT score), and some initial thoughts on where we expected System goals would fall. Remember that the intent of SUNY Excels was that individual campus goals would cumulatively reach System-

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wide goals that would become part of SUNY's overall public commitment to continuous improvement. We also began to model how we could collectively meet the completion goal already announced by the Chancellor of growing from 93,000 degree completions each year to 150,000.

Regarding the latter, we recognized that 150,000 is a very ambitious goal, but it is one where every step we make toward achieving it helps to significantly improve the lives of the students we serve. One of the immediate things that both Chancellor Zimpher and I wanted to make clear was that we expect to move toward this goal while improving quality.

You will be hearing more about this in the coming months, but in short, we envision that each campus will contribute differently toward this goal depending on physical capacity, online infrastructure, room for improvement in completion and retention, and ability to increase credentialing via new certificates or micro-credentialing. The figure at right depicts one possible model shared with Presidents and Chief Academic Officers at their September 24-25, 2015 meeting. This model focuses on each campus making improvements in retention and completion and, where possible, projects some enrollment growth, attracting new students with shorter-term certificates, and adding credentials for existing students. I look forward to discussing this with you in greater detail and as always, welcome your input.



Eileen McLoughlin
Vice Chancellor for
Financial Services and
Chief Financial Officer

Greetings to all. Summer 2015 was a busy one. The main focus of my summer was the development and execution of a process to distribute funds that became part of an "expanded investment and performance fund."

The 2015/16 Enacted Budget included a direct State tax support appropriation of \$18.0M to support an "Investment and Performance Fund" that would provide awards to each State-operated campus. Per the appropriation, these funds would be distributed to campuses upon successful completion of their Performance Improvement Plan based upon a Board of Trustees approved methodology, developed by the Chancellor of the State University of New York. To leverage this investment, and to open the opportunity to all SUNY institutions, SUNY paired the \$18.0M with other funding sources, totaling \$82.0M. The sources included:

- \$55.0M: NY-SUNY 2020 Round Five
- \$ 9.5M: Empire Innovation Program (EIP)
- \$ 9.0M: Enabling Support
- \$ 4.4M: Education Opportunity Program Funding
- \$ 4.1M: Open SUNY Loans

The combination of these resources, \$100.0M in total, comprised the Expanded Investment and Performance Fund.

At its June 2015 meeting, the Board of Trustees passed a motion in favor of the Expanded Investment and Performance Fund that included a methodology for allocation that included the formation of a working group comprised of campus Presidents and System Administration professionals to create a Request for Proposals (RFP) document that would guide campus submission of proposals for a share of the \$100.0M. To guide this process, a Board of Trustees Advisory Group was formed, comprised of the Chairs of the Academic Affairs, Community College, and Finance and Administration Committees as well as the Chairman of the Board of Trustees.

This RFP, which was shared with the University System and the Board of Trustees, included a two-step process (Phases) for proposal submission, as well as the designation of a discrete group of outside "experts" who would work to review these submissions and make recommendations on both phases.

The first phase, the development of one-to-two page "White Papers" resulted in over 200 such white papers being submitted for review. These submissions represented all segments of SUNY's sectors and 61 campuses.

After external review, approximately 150 white paper proposals were recommended for the second phase, the submission of "Official Proposals". These official proposals have also been reviewed, both internally and externally, and recommendations for approval are now being shared with the Chancellor, pursuant to the final approval of campus Performance Improvement Plans. Awards will be announced during November and December.

Another focus this summer and into the fall has been the development of SUNY's Budget request to New York State for

academic year 2016-2017. The goals of the budget request and advocacy campaign, Stand with SUNY, are to secure state investment for SUNY in order to:

- Build base funding for the system's state-operated campuses, community colleges, statutory campuses, and teaching hospitals;
- Grow the Investment and Performance Fund so that SUNY can bring evidence-based programs to scale; and
- Extend NYSUNY 2020 to continue the challenge grants for campuses and keep tuition-setting authority with the SUNY Board while ensuring tuition flexibility by college sector.

The Board this past week adopted three resolutions to support the campaign, the system's 2016-17 Operating and Capital Budget Requests, as well as the methodology that will be used to allocate a \$100 million Expanded Investment and Performance Fund to scale evidence-based campus programs in support of SUNY's completion agenda.

Now the true work begins! We all will begin to advocate, Stand with SUNY! Additionally, as the awards are made for the Expanded Investment and Performance Fund, and performance plans for each campus are completed, work will begin in earnest on each of our campuses initiating this important work.

Regards restorations or adds to higher education was \$90M. Higher education, in this case, refers to all of SUNY, all of CUNY, all of Higher Education Services Corporation's scholarship and grant programs, all of the Tuition Assistance Program, and those miscellaneous higher education programs originating from the State Education Department. This means that we received 46% of the available dollars-which is a show of support for SUNY and a solid beginning for us all to proceed.



Carlos N Medina, Ed.D.
Chief Diversity Officer and
Senior Associate Vice Chancellor

As the largest comprehensive system of higher education in the nation setting a bold and overarching goal of wanting to also become the most inclusive, is not only admirable and bold, but the demographic realities of our state makes it an imperative. Through the implementation of the approved Chancellor's Diversity, Equity and Inclusion Policy (DEIP), SUNY will capitalize on the momentum generated by months of thoughtful consideration to invest in a number of goals that include faculty, staff and student recruitment and retention along with broad goals in cultural competence and diversity leadership. Through campus strategic diversity plans, SUNY will be able to collect information demonstrating campus efforts to implement a wide range of performance measures to support underrepresented populations throughout the University. Using information from the campuses, the policy is designed to address a variety of important issues relative to overall student success and institutional excellence. In the context of completion, programs that support students already in the pipeline, especially those in transition, is also part of the policy guidance. Other significant parts of the policy impact faculty/staff recruitment and retention and campus climate to improve the overall

institutional environment and will help colleges identify strategies to increase underrepresented students, faculty and staff as well as those in leadership positions. The appointment of Chief Diversity Officers on every campus (highlighted in the policy) underscores the importance of establishing diversity initiatives as a high priority in campus life and in sustaining a culture of inclusion throughout the system. The comprehensive breadth of the SUNY DEIP will result in the collaboration of SUNY System Administration through the Provost's Office and the Office of Diversity, Equity and Inclusion (ODEI) with our campuses in driving efforts to lead the University forward in all facets of this critical area.

The momentum created by the Diversity Task Force, and Trustee approval of a system-wide policy will impact campuses in key strategic areas concerned with their primary stakeholders: students, faculty and staff. The policy strives to improve major facets of student and faculty life, while also helping campuses to measure their performance and provide more metrics supporting policy implementation. As senior leaders on our campuses tackle the development of local strategic diversity plans to implement the policy, ODEI will be engaged in supporting many aspects of the policy recommendation through consultation and guidance with campuses and newly appointed Chief Diversity Officers. The new policy, passed on September 10, 2015, will define the trajectory of our work in diversity and the expectations for continuous improvement over the next several years.

The shifting diversity that has occurred throughout the state has provided both an impetus and a challenge for SUNY. Providing access to higher education for the widest possible audience remains one

of its historical mandates, but in light of the new policy, becoming the most inclusive system of higher education in the nation as measured by evidence of change on SUNY campuses, regardless of their size or geographical location, sets a new plateau for achieving inclusive excellence. SUNY System Administration's role in guiding this policy's implementation will be critical, as modeling a plan of action is incumbent upon SUNY's System leadership as a starting point for change in 2016. Working with campuses and newly appointed Chief Diversity Officers, ODEI will help campuses explore and develop a template for an individualized campus diversity plan that embodies both the action plan and philosophy of campuses, while reflecting intentional pathways for underserved populations throughout all SUNY institutions.

Responding to SUNY's Changing Campus Diversity As noted earlier, many of the goals associated with the DEIP reflect the mission of SUNY in creating and sustaining the broadest access possible to a public higher education system for the widest population, in light of the changing demographics re-shaping and revitalizing many of the regions throughout the state. Outside of New York City, nowhere is this more evident than in the Hudson Valley corridor, which has seen a continued increase in the Hispanic population. Within this corridor, Orange County Community College, Rockland Community College, SUNY New Paltz and the University at Albany reflect increasing percentages of Hispanic students, (24.6%, 19.8%, 12.9% and 14%, respectively) and on further inspection, these campuses and many others demonstrate even greater

diversity averaging some 23% throughout the University when other underrepresented populations are included. As the enrollment shifts due to population change and as campuses are viewed as more supportive of individual difference, greater diversity in the composition of SUNY students can also be anticipated. Thinking globally, SUNY has also attracted increased numbers of international students to our institutions, and campuses may consider how these groups can become engaged and supported in their college communities. Serving discrete populations more effectively is pivotal in sustaining the growth that SUNY envisions in order to increase its degrees granted from 93,000 to 150,000 annually by 2025. While SUNY's affordability and proximity to a student's 'home base' make our colleges very attractive, SUNY must also recognize the learning styles and diversity of next-generation students graduating high school throughout New York. These graduating seniors who arrive on SUNY campuses with the hope and the dream of attaining a higher education credential also need to be greeted by a SUNY that is genuinely welcoming and helps them create a successful college experience, completed in a timely fashion, with preparation for the changing demands of a competitive workplace. This aspect of student life has been addressed in part through policy guidance aimed at evaluating elements of a campus's climate. The policy also recognizes how the changing diversity of those who choose to attend a SUNY college may impact classroom practice and pedagogy. Will campuses need to assess more focused efforts to build inclusion, such as mentoring and working in groups? Best practices that impact student success can be incorporated into the strategic plans to address student recruitment, retention and

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completion and later evaluated to determine their impact. A significant emphasis on campus climate and welcome comprise two additional strategic diversity imperatives which campuses will be asked to address as a component of their strategic diversity plans. While campus implementation plans may prioritize educational goals of access, retention and attainment as broad and overarching elements of a diversity strategy, many other features can be tailored to the individual college campus. Weaving diversity into programs supporting services for students, working with trustees and alumni to improve community engagement and building collaboration among different cultural groups through opportunities to experience cultural diversity constitute some examples.

How Are Employee and Faculty’s Needs Addressed?

The policy is designed to address recruitment and retention deficits through greater outreach to diverse populations throughout the state with regard to staffing. This important emphasis in the DEIP initially grew out of the 2014 White Paper on Diversity that was prepared by the University Faculty Senate’s Committee on Diversity. Through the diligent committee work of the Diversity Task Force members during spring and summer 2015, many initial thoughts have been expanded or refined to support improved recruitment, retention and promotion of candidates from diverse backgrounds. Through training that will take place in the months ahead, System Administration plans to help campuses utilize a wide variety of resources/practices to attract greater numbers of diverse candidates for employment opportunities. In staffing for instance, implementation strategies could include enhancing

the employee prospect pool, improved search committee training, opportunities for dual couple relocation, and the analysis of institutional data to better understand what the campus diversity profile actually reveals. Many other staff recruitment, retention and advancement initiatives may already be in place on different campuses, but it is hoped that creating a benchmark using the most recent available data as depicted in the 2015 Diversity Data Brief can then help SUNY develop metrics that illustrate where we are in the creation of a more equitable representation of students and staff from diverse backgrounds throughout SUNY. Building and expanding programs that serve diverse candidates is part of the continuous improvement process embodied in the Access, Success, Completion, Inquiry and Engagement (ASCIE) rubric for inclusive excellence.

The Impact of the Policy: Responsibilities SUNY System Office of Diversity, Equity and Inclusion

- Develop a System Administration strategic diversity plan based on major milestones defined in the DEIP
- Help guide and support the development of annual campus strategic diversity plans [with a first review in September 2016]
- Help guide and support the appointment and role of a Chief Diversity Officer at every campus by August 2017
- Ensure that Chief Diversity Officers and programs are supported through mentoring and training
- Establish an Advisory Board and a Diversity Officer Network
- Prepare a Diversity Data Brief annually for Board of Trustees, Governor and Legislature
- Coordinate Cultural Competency Training for the leadership at System Administration and new employees
- Improve recruitment of diverse students and staff

- Improve retention of diverse students and staff
- Improve opportunities for advancement
- Creation and evaluation of a Campus Climate Report Card
- Creation of mentoring best practices guidance for diverse campus groups
- Creation of a SUNY diversity research faculty scholars group

Next Steps in Engaging Campuses across SUNY

The Task Force on Diversity represented the work of more than thirty representatives from SUNY campuses throughout the state and was comprised of faculty, senior leaders at our comprehensive colleges and University centers as well as a student representative from the Student Assembly. As SUNY implements the Board of Trustees Policy on Diversity, Equity and Inclusion, a new standing committee will continue to evaluate and guide the ongoing efforts to establish the policy’s multi-pronged leadership initiative to strengthen diversity and inclusion. SUNY System, with direction from the Office of the Provost and ODEI plans to guide campuses to resources and research with the support of a network of SUNY Faculty Diversity Research Scholars who will contribute to the increasing body of research and data on best practices in order to weave

diversity into the fabric of each campus. Campuses may develop or enhance multiple measures of accountability, such as new faculty development programs, cultural competency initiatives for new and continuing employees, as well as methods of supporting student and faculty retention and success, including efforts to strengthen the pipeline of diverse candidates.

Certainly our diversity can be a critical and ongoing part of the creativity SUNY can demonstrate in this unparalleled effort to be recognized in the competitive higher education marketplace as an enterprise attuned to the ideals of continuous improvement.

In the Power of SUNY 2010—Beyond, Chancellor Zimpher established the importance of diversity in the University saying:

Diversity enriches our lives and the educational experience: It invigorates conversations, awakens curiosity and widens perspectives. Diversity also ensures that our campuses mirror the rapidly changing world, creating an environment that prepares our students to be culturally competent so they can succeed.

As a system we can be empowered by the vision of the DEIP, and as a collaborative network, we can collectively transform the campuses we call home to ensure they become part of an inclusive University and a national model for diversity in its fullest expression.





Thomas Mastro
President of the Student Assembly

My name is Thomas Mastro and I have the distinct privilege of addressing you as the president of the 2015-2016 SUNY Student Assembly. I am currently a senior studying Human Development and Education at Binghamton University. Prior to coming to Binghamton, I was a student at Onondaga Community College and SUNY Broome, where I participated in my campus student government as well as the Student Assembly.

For those of you who are not familiar with the Student Assembly, we are the unified voice for the nearly half a million students attending the State University of New York system. Composed of student leaders elected by their peers from across SUNY's 64 campuses, we are the tool by which the students' voices are heard and through which their concerns are addressed. Empowering students throughout the state, the Student Assembly is committed to enhancing campus life and ensuring the representation of students at the state and national levels of government as well as throughout the SUNY system. As president of the Student Assembly, I look forward to leading our organization in advocating for the students of your campuses this year.

At the start of this year's administration, it was made clear that process would no longer impede progress; that status quo would no longer suffice; and that real change was more than just a

slogan. So what have we done and where are we going from here? In order to highlight the importance of the Student Assembly and to improve communication between the leadership and our students, we have rebranded our logo and redesigned our website. Incorporating information about who we are, what we do and how we do it, the new website provides a forum for learning, exploring and communicating. Ensuring that the student voice is heard means having adequate and effective representation on committees throughout the system.

I am proud to report that we have a wonderfully diverse group of student leaders representing the Assembly on well over a dozen SUNY Committees including Sexual Violence Prevention, the Diversity Task Force, Mental Health, Applied Learning, and Reverse Transfer Committees, in addition to the Faculty Council of Community Colleges and the University Faculty Senate.

Our Executive Committee has been active as well, having already passed numerous resolutions this year concerning such issues as sustainability, unpaid internships and how to ensure their status as educational experiences designed to benefit the student, support for SUNY-wide divestment from fossil fuels and investment in socially responsible interests, and a resolution formalizing our commitment to, and alignment with, the United Nation's 2030 Agenda for Sustainable Development and Sustainable Development Goals. These resolutions were designed both to support our students and to fortify SUNY's status as a global leader in critical issues.

All of the committee's work on these topics has occurred simultaneously with their work to organize our upcoming conference and advocacy days. In addition to the consistent work of the Executive Committee, the Student Assembly's other

committees have worked, and are continuing to work, just as tirelessly on initiatives that advocate for the 460,000 students whom we represent. Our Academic Affairs committee has recently been discussing, and investigating in- detail, applied learning opportunities and textbook affordability. Our Campus Safety Committee is forming a resolution designed to bring the "It's On Us" sexual assault prevention campaign to SUNY campuses which have not yet endorsed the initiative. Our Communications Committee is putting together a new "online magazine" website designed to provide consistent updates on the activities of campuses, students, and SUNY SA. The magazine will also focus on highlighting the incredible accomplishments of SUNY students. Our Committee on Community Colleges has been focusing much of its attention on ensuring appropriate funding for campuses as well as breaking down the barriers in terms of outreach and communication. Our Equity and Inclusion Committee is taking active steps toward bringing town hall meetings to SUNY institutions with the goal of hosting critical conversations among students, faculty, staff and members of the community. Our Legislative Affairs team is formulating our advocacy plan and legislative agenda for the session ahead. More information on those efforts will be forthcoming and we will need the support of you and your students to help make our requests a reality.

Serving as the President of the Student Assembly, I have had the opportunity to work closely with 30 inspiring leaders who also serve as students. Serving as a member on the Board of Trustees I have had the opportunity to see the tangible influence students have in developing policy. Last year the Student Assembly passed a resolution supporting in-state tuition for Veterans, an initiative shared by the SUNY Board of Trustees.

As you all heard last week, the Board passed a policy on Diversity. With our Chair of Equity and Inclusion, Chrisel Martinez, from the University at Albany, taking point, members of my Cabinet had the opportunity to actively contribute to the discussion.

Our student leaders were instrumental in establishing the qualifications for the Chief Diversity Officer, ensuring that the appointee will best serve the needs of our constituents. We also contributed to the discussion surrounding the sexual orientation and gender identity survey to be filled out by students. For the last three months, Jennalyn Long, Chair of Campus Safety, from Monroe Community College, has participated in discussions relating to mental health and sexual violence prevention. Joshua Altemoos, Chair of our Campus Relations Committee, from the University at Buffalo, is working with the University Faculty Senate on new ethics guidelines for the system. Jefferson Dedrick, Director of Rules, from Fredonia, has been actively working on amending our bylaws as well as those set forth by the state.

The SUNY Committee on Applied Learning has been active in developing plans for experiential education requirements to be sent out to campuses. Our Director of Academic Affairs, Patrick Gareau, from the University at Albany, is our point person on the committee and has done great work ensuring that students' interests are kept at the forefront of our minds when voting on the policy.

Under the leadership of our Vice President, Melissa Kathan, from the University at Buffalo, the Tuition Task Force formed last semester, composed of representatives from each of our sectors, will begin deliberating on issues concerning predictable tuition.

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President of Student Assembly . . .

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One weekend every month the Executive Committee of the Student Assembly comes together at a different member campus to meet and discuss issues. I would welcome you to come and attend one of our meetings to hear more about what we do and the issues we tackle.

Please feel free to contact the Student Assembly at any time with questions, concerns, or points of student advocacy with which you have been made familiar around your campus. I look forward to working passionately with the Assembly over the remainder of the year to make a lasting and positive difference and to make SUNY the very best that it can be for our students.



Norman Goodman
Stony Brook University

Diversity and Inclusion: An Educational Benefit, a Societal Value, and a Moral Imperative

The issue of affirmative action in college admission decisions has surfaced again in the forthcoming case before the United States Supreme Court, *Fisher v. University of Texas at Austin*. In addition, the recent controversy at the University of Missouri about evident campus racism that was inadequately addressed by the campus administration added to a developing national conversation about diversity and inclusion in higher education. So, too, did the protest at Princeton University about the importance of acknowledging, in the words of the editorial in *The New York Times* on November 25, 2015, the “toxic legacy of Woodrow Wilson...[who] was an unapologetic racist whose administration rolled back the gains that African-Americans achieved just after the Civil War, purged black workers from influential jobs and transformed the government into an instrument of white supremacy.”

However, the issue of diversity and inclusion in institutions of higher education involve more than just race and ethnicity. As was pointed out in an article by Noelle Chaddock and Timothy Gerken in the 2015 Spring/Summer issue of this Bulletin, discrimination and a lack of inclusion occurs on the basis of sexual orientation and

choice as well. Moreover, barriers to easy admission or necessary accommodations in the college experience also exist to some extent for the physically and mentally disabled, the poor, for those past the typical age of college students, and, in certain fields of study, women.

These barriers to full participation in higher education, an important avenue of personal fulfillment and growth, societal enhancement, and social mobility, are inappropriate in a modern democratic society. Specifically, diversity and inclusion in higher education fosters better learning, is of great value to civil society, and is a moral imperative.

Educational benefits

In 2012, the American Council on Education issued an important statement, *On the Importance of Diversity in Higher Education*. In that statement, it points out that “Diversity enriches the educational experience.” We learn from those whose experiences, beliefs, and perspectives are different from our own, and these lessons can be taught best in a richly diverse intellectual and social environment.” We do so because these others provide a context of different experiences, beliefs, values, and points of view that promote the kind of intellectual environment that true learning requires. There is considerable research demonstrating that we learn more from people who are different from us because they challenge our views, and this often requires us to consider what we believe more deeply than we otherwise would. This diversity “liberates” us from the tunnel vision derived from the sameness of our typical life experience.

In an influential study by Gurin, Dey, Hurtado, and Gurin (2002), the authors point out that “education is enhanced by extensive and meaningful informal interracial interaction, which depends on the presence of significantly diverse student bodies” (p359). Specifically, they

found that diversity enhanced academic skills—such as general knowledge, analytical/problem solving, critical thinking, writing facility, and foreign language skills—as well as intellectual engagement and motivation of students. Similar findings for critical thinking, future educational goals, and principles of citizenship were found in a study of high school students by the Harvard Civil Rights Project (www.law.harvard.edu/civilrights).

The evolution of our understanding of the nature of gender roles is in large part due to the increasing involvement in college and universities of individuals with both the knowledge and experience of the varied nature of sexual orientation and sexual preferences. They have increasingly facilitated an understanding of the fact that differences in these spheres of the human experience are not to be denigrated or denied but to be accepted as part of the significant heterogeneity of homo sapiens.

The increasing presence in institutions of higher education of students beyond the usual college age and those with various physical and emotional handicaps have provided additional perspectives and experiences that enhance the quality of education. Those beyond the traditional 18-22 age of students bring a level of maturity and experience that enriches the educational process. In addition, the presence of those with physical or emotional handicaps demonstrates both the importance attributed to higher education that brings these individuals to colleges and universities despite the difficulties that may be involved and, equally important, that these difficulties can be dealt with adequately enough to make the educational experience a valuable one.

Value to society

The skills, knowledge, attitudes, and values learned in institutions of higher education are

necessary for the provision of productive and contributing members to an effective modern civil society. Consequently, to exclude or restrict societal members from this necessary experience because of race, ethnicity, religion, age, gender, sexual preference or choice is to deprive society of the talent that these individuals can bring to it. To keep abreast, if not ahead, in an increasingly competitive world, society would do itself a disservice if it did not provide

some reasonable level of social harmony is a necessary condition for an effective and productive society.

A moral imperative

It is unfortunately true that, in general, our society consists of enclaves of racial, ethnic, and economic segregation. We not only often live in silos of sameness, but some of those silos have better access to the resources society has to offer than do others. As a result, those

quality education from the cradle to the grave for all. In my view, this is not only of pragmatic importance to society, but it is also a moral imperative that we remove any barriers to or restrictions on their access to the valuable and necessary societal resources or to their full participation in the educational process for all members of society who can benefit from it.

For higher education, affirmative action in student admission, as well as in faculty

[Editor's note: This section provides a description of the recent activities of one of the University Faculty Senate's Standing Committees to make its activities more visible to SUNY faculty and professional staff and how, through the detailed work of its Standing Committees, the University Faculty Senate plays a role in affecting SUNY policies and programs that eventually impact the individual campuses. In addition, though most faculty and professional staff are generally familiar with the history and activities of their own campus, they are often less familiar with the history and activities of the other campuses in the SUNY system. Consequently, this section shines the spotlight on one of the SUNY campuses history and activities.]

Diversity and Inclusion

the necessary intellectual and social experience for all of its members who have the requisite ability and motivation to contribute substantially to a productive and competitive society in an increasing globalized world.

We live in an increasingly global, diverse, multicultural society and world in which it is essential to have learned how to be comfortable with and to be able to work with others who come from different backgrounds and have different perspectives and values. A diverse educational experience provides the basis for the productive and effective involvement of individuals in this more heterogeneous and increasingly globally-connected world, which is a decided benefit to our society.

Access to higher education for those of lower economic status as well as for members of traditional minority groups has always been a major avenue of social mobility. The opportunity to enhance one's class position, the possibility of upward social mobility, is an important factor in maintaining social harmony. And

in the latter silos often lack the opportunity to develop the knowledge, skills, attitudes, motivation, and experiences to participate fully as integrated and well-functioning members of society. Traditionally, these are members of racial, ethnic, and religious minority groups, though more recently it has become clear that sexual orientation and preference has also joined this group of what in the College at Old Westbury has often been referred to as the "traditionally bypassed" (see Minna Barrett's article in this issue) and who the widely respected sociologist, William Julius Wilson, has called the "truly disadvantaged."

Those in this category have not had easy access, for example, to the kind and quality of education that would allow them to reap the benefits of societal resources (a good job/career, a high level of quality of life and health, etc.) or to enhance the functioning of society because of their active and significant participation in it.

Chancellor Zimpher has committed SUNY to contribute substantially to the effort to fix the "broken educational pipeline," to provide a seamless channel of

and staff hiring, is an important mechanism to provide for this moral imperative. But even beyond that, providing the appropriate campus climate that is inclusive and welcoming of the traditionally bypassed is equally necessary. The extension of Title IX from sexual discrimination based on gender identity to cover transgender status and other sexual preferences (as sensitively discussed by Noelle Chaddock and Timothy Gerken in 2015 Spring/Summer issue of this Bulletin) will likely enhance the campus climate for an increasingly vulnerable population.

In short, we need to act on "our better angels" to make our campuses diverse, inclusive, and welcoming for all who desire and are able to benefit from the quality of education that we can provide.

Reference

Gurin, Patricia., Dey, Eric L, Hurtado, Sylvia, Gurin, Gerald. (Fall, 2002). "Diversity and Higher Education: Theory and Impact on Educational Outcomes." *Harvard Educational Review* 72 (3):330-366.

University Faculty Senate Committee on Equity, Inclusion and Diversity

Noelle Chaddock, Chair
SUNY Cortland

Charge

The Committee on Diversity and Cultural Competence [Committee on Equity, Inclusion and Diversity] will concern itself with issues pertaining to equity, inclusiveness and access, as they are reflected in the curriculum, student body, and personnel of the State University. Among the activities of this committee will be collecting and disseminating information, organizing periodic meetings and workshops, and providing guidance and recommendations to the Senate so that it may act with the best intentions of all people in mind.

Committee Composition

The committee is comprised of faculty and professional staff

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Spotlight...

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from across the system. Evan Bigam, Community Development Specialist at SUNY Oswego; Timothy Gerken, Associate Professor at Morrisville State College; Sunil Labroo, Professor at SUNY Oneonta; Gloria Lopez, Chief Affirmative Action Officer at SUNY System Administration; Chrisel Martinez, SUNY Student Assembly; Carlos Medina, Chief Diversity Officer and Associate Provost at SUNY System Admin; Sean Simpson at Westchester Community College; Soundarapandian Vijayakumar, Associate Professor at SUNY Cobleskill; Aimee Woznick, Director of Academic Support Services & Asst. Professor at Empire State College; Jie Zhan, Associate Professor at The College at Brockport; and Ruhan Zhao, Associate Professor at The College at Brockport.

The Work of the Committee

The committee has been working, since its addition to the University Faculty Senate as an ad hoc committee, on evaluating and addressing the issues of diversity for faculty and staff in the SUNY system. Under the leadership of Phillip Ortiz, the committee worked on a white paper, Making Diversity Count, which was adopted by the University Faculty Senate in 2013, and a system-wide diversity survey which was administered in 2014.

The committee on Diversity and Cultural Competence (CDCC) became a standing committee and continued the work of disseminating the Making Diversity Count white paper along with bringing important resolutions to the senate floor around LGBTQAI (Lesbian, Gay, Bisexual, Tran-sexual, Queer, Ally, Intersexed, Pansexual) inclusion across our campuses. The concerns raised by the CDCC resulted in a new ad hoc committee being created to look at LGBTQAI matters in the

system.

We have started a 2015-2016 with a new name, the Committee on Equity, Inclusion and Diversity (CEID), and a commitment to seeing the diversity survey data analyzed and disseminated as well as the implementation of a long-planned diversity training for the senate itself.

The committee is also looking at helping the SUNY System move towards removing the "felony question" from all admissions forms, addressing concerns about the new student information survey, ending the conflation of domestic and international diversity data, addressing matters impacting international faculty and students, and in finding effective ways to attract, recruit, hire, and retain diverse faculty, staff, and students. We are lucky to have a close working relationship with the system Office of Diversity, Equity and Inclusion. That relationship has yielded a second diversity conference slated for October 2016 along with a better understanding of what needs to be addressed in the system and across higher education. The committee welcomes engagement from our SUNY colleagues across the system around their concerns and suggestions about equity, inclusion, access, and diversity. We are very interested in the experiences, expectations, successes and challenges that they are encountering.

State University of New York at Old Westbury: Comprehensive College

Minna Barrett
College at Old Westbury

Number enrolled: 4,504 (4315 Undergraduate, 189 Graduate)
Alumni: 24,000
Degrees: 45 Undergraduate and 15 Master's level Graduate Degrees, in Arts and Sciences, Education and Business

Academic Schools: Arts and Sciences, Teacher Education and Business

Accreditations: Middle States, NCATE, NYS Department of Education, American Chemical Society (B.S. in Chemistry)
Average undergraduate class size: 22 students with a commitment to maintaining a traditional liberal arts learning environment, interdisciplinary approaches, high levels student-faculty engagement
Campus: 604 acres on the former F. Ambrose Clark Estate on the Gold Coast of Long Island.
Special features include old growth oak forest, horse trails and hiking paths surrounded by horse farms, largest open recharge to sole source aquifer in Nassau County once fully protected by New York State Special Ground Water Protection Designation. College stewardship of ecologically sensitive land is part of strategic plan.

Awards and Acknowledgements:

- U.S. President's Higher Education Community Service Honor Roll
 - 4th among U.S. liberal arts colleges in campus diversity (U.S. News and World Reports)
 - "Highest Return on Investment" recognized by Affordable CollegesOnline.org
- *Descriptive data from the campus website at oldwestbury.edu, 10/23/15

College Mission Statement:

Reaffirmed for the 2010-2015 Strategic Plan Process and Middle States Review:
SUNY College at Old Westbury is a dynamic and diverse public liberal arts college that fosters academic excellence through close interaction among students, faculty and staff. Old Westbury weaves the values of integrity, community engagement, and global citizenship into the fabric of its academic programs and campus life. In an environment that cultivates critical thinking, empathy, creativity and intercultural understanding, we endeavor to stimulate a passion for learning and a commitment to building a more just and

sustainable world. The College is a community of students, teachers, staff, and alumni bound together in mutual support, respect, and dedication to the Mission.

It would be nigh impossible for those of us who came to Old Westbury for this vision of education to provide a history without including the current mission statement. It would be equally impudent (and imprudent) to claim that fully implementing the goals was not and is not an ongoing challenge. At the same time, for so many of us who have committed to this campus, its mission has served as inspiration for life-long careers in service to quality, accessible public higher education, to addressing "the riddle of human justice" in the greater society. To delivering creative approaches to teaching and to engaging in intellectual discovery. Over the years, that inspiration has resulted in many faculty who have earned SUNY Excellence awards and Distinguished Teaching and Service rank.

Old Westbury has a long tradition of commitment to diversity, educational empowerment, active learning, community service, and developing leaders to actualize its mission. The College was born out of the social protests and political turbulence that marked the 1960's. A child of the movements for educational reform and civil rights, it continued to develop along with the women's movement and the reaction to the War in Vietnam. Old Westbury was chartered in 1965 by Chancellor Samuel B. Gould, who wanted to add to SUNY a campus like the University of California at Santa Cruz, dedicated to innovative curriculum and to a more interactive process for developing academic policy. The college opened in 1968, at Planting Fields, the elegant summer estate of the William Coe family, in Oyster Bay on Long Island. It followed the path of the youngest University Center at Stony Brook which also relied on the New

York State land at Planting Fields to support its early years of operation.

The College's first president, Harris Wofford had been special assistant to President John F. Kennedy and chairman of the Subcabinet Group on Civil Rights. He assisted in the formation of the Peace Corps, serving first as its special representative to Africa and subsequently from 1962-1966, as the associate director. From these experiences, President Wofford brought to Old Westbury the conviction that participation in a democratic framework of college governance, broad exposure to world classics, common seminars, a multi-cultural focus, and dedication to community service constitute the ideal education for an engaged citizenry. Additionally, he believed this vision would serve as a transformative model for higher education across the US. However, his vision encountered difficulties almost immediately as disagreements among planners surfaced and the first students insisted on full voting rights with faculty. Protests ensued and President Wofford left to become president of Bryn Mawr College.

A special commission was formed to examine Old Westbury's progress. The members convinced the SUNY Board of Trustees to reorganize the institution, hiring a new administration and halting admission of new students while allowing classes to continue under the direction of Dr. Council Taylor, a distinguished anthropologist and member of the faculty. In May 1970, Dr. John Maguire was hired as President. A noted civil rights activist, he had marched with Dr. Martin Luther King, Jr. In fall of 1971, with a revised educational direction, the college began to admit students and reached an enrollment of 571. Known as Old Westbury II, the curriculum of Old Westbury, now located on its own land at the estate of F. Ambrose Clark, in Old Westbury on Long Island, was organized around a

critical analysis of fundamental issues in American society and a mandate to explore "the riddle of human justice". Like the original plan, this one stressed the importance of building an integrated and egalitarian intellectual community, an interdisciplinary curriculum and a college government that involved mutual responsibility and action among faculty, students and staff on a broad range of decisions basic to the life of the College. While stresses and stressors ensued, the College delivered an interdisciplinary education and graduated many students who went on to gain positive acknowledgement, putting their educations into action and gaining acclaim in the broader communities to which they contribute.

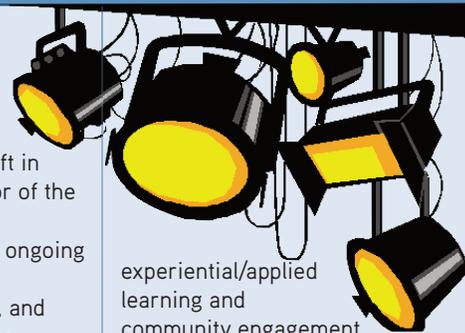
The College continued in the vanguard of higher educational reform welcoming nontraditional students, what faculty and staff referred to as "historically bypassed" students of all ages, ethnic and racial backgrounds and walks of life. The faculty, staff and student populations remained diverse by design and value. It was one of the few campuses housing married students in the dorms and with accessible on campus day-care facilities. It pioneered programs for older returning women, persons retraining in the workforce and it welcomed Vietnam Vets. It housed the Feminist Press. Teacher Education and Communicative and Creative Arts, which also featured interdisciplinary education, were introduced. At that time, a commitment to shared governance among faculty, students and staff resulted in high levels of intellectual creativity, political engagement, agreement and conflict. The College continued to grow. Under pressure from SUNY the College capped enrollment at 3500 and agreed to expand upper division access and to introduce "disciplinary degrees" such as biology, chemistry, psychology, sociology, mathematics, languages and urban studies. Its innovative General Education

requirements were intentionally designed to actualize the mission of the institution.

When John Maguire left in 1981 to become Chancellor of the Claremont Colleges, Old Westbury experienced an ongoing series of challenges with administrative leadership, and mounting pressures on the founding legacies of its unique educational innovation and social reform. Against the pressures of increasing racial, ethnic and economic disparities, a shrinking state commitment to higher education and efforts from within and without to remold the institution along more traditional lines, faculty and staff continued to advocate to maintain important foundational values and approaches and achieved varying success.

In 1999, Dr. Calvin O. Butts III was appointed by the SUNY Board of Trustees as President of Old Westbury. Known as a civic and social leader, Dr. Butts brought his experience and reputation, locally in New York State and the nation, as an influential spokesperson for civil rights, equality, access and political empowerment. Dr. Butts, holds dual responsibilities as college president, and pastor of Harlem's historic Abyssinian Baptist Church. His commitment to educational excellence through community outreach and social engagement supported the design and initiation in 2006 of the Community Engagement and Partnership Program and its Community Action Learning and Leadership Center (CALL), a core mechanism of a comprehensive First Year Experience, which includes a course-embedded, service learning/community engagement curriculum sending students to engage in community partnerships. This follows a semester long interdisciplinary course in *The Ethics of Engagement* (2013) which serves as an introduction to General Education and is linked to disciplinary courses required of all first year students.

This program, along with a cross-disciplinary commitment to



experiential/applied learning and community engagement has positioned the college for continued inclusion in the United States President's Higher Education Community Service Honor Roll. For decades the college has incorporated a robust Educational Opportunity Program, STEP and C-STEP programs, a rich program of multicultural education and events inclusive of its diverse student, faculty and staff populations, internships in psychology, government, journalism and public health, pro bono tax guidance to Long Island residents, campus-based child care, and an interdisciplinary general education curriculum.

Throughout its sometimes contentious transitions, the challenge to design and support innovative approaches to education and to uphold the mission of developing students who can make a leading contribution to "a more just world" has been an unfolding one. While transparency in decision-making and inclusion of a fully functioning shared governance mechanism have been difficult to secure and despite a variety of obstacles and difficulties, including continual state budgetary pressures, Old Westbury has maintained its historic commitment to equity, access and educational excellence and remains one of the most diverse campuses in the nation.

Adapted from "A Brief History, in *The Ethics of Engagement: Education Leaders For a Just World*, Laura Anker and Maureen Feder-Marcus (Editors) 2013, XanEdu: Change the Course: Acton, Massachusetts. pp. xv-xviii.

SPEAK OUT!

[Editor's note: This section provides a mechanism for communication among administrators, faculty and professional staff about issues that are relevant to SUNY or to higher education in general. The views and comments expressed here are not necessarily those of the editor, the Executive Committee, of the University Faculty Senate. Submissions for this section or comments about articles in it should be sent to the editor and should not generally exceed 2,500 words.]

Before Becoming a Campus Governance leader (CGL)

Kelley J. Donaghy
SUNY College of Environmental
Science and Forestry

Advice to Others

Here is my top 10 list of things I wish I'd known before I started:

1. Know why you are doing what you are doing. Too often governance seeks to insert itself in places where it has no role. A case in point is whether or not to be included in the President's Cabinet meetings. Members of the Governance Executive Committee thought that being present would help with two-way communication. Our presence could allow us to have more influence. After several requests, a compromise was struck: the Governance Executive Chair meets biweekly with the President, Provost and Chief of Staff, in this way, the discussion can focus simply on what is Governance related.

2. Develop goals and be flexible in achieving them. Over the years, I've learned that getting where you want to go isn't going to be a straight line. Negotiation is a lot like sailing: as a faculty member you'll be going into the

wind a lot, so you'll need to be ready at all times to tack to make any forward progress. Being able to go back and forth in the boardroom is essential. If, however, you don't know what or where the target is, you won't be able to reach it. Have a clear vision, write out a draft plan whenever possible, and then be prepared to your modify plan. You will need to be adaptable to achieve your vision of the goals of your constituents.

3. Committees need clear goals and meaningful work. This was the biggest challenge. We had committees; however, too often they would spin their wheels or be asked to do things that were simply not meaningful to the people on the committee. I found that having a fall planning meeting the first week before the semester started was essential: at this meeting, we made sure each committee had specific, important goals and plans.

In all honesty, some years, I just had to give up on a committee. No matter how hard I tried, a committee just wouldn't accomplish very much. After investing many hours in trying to mentor some committee chairs, I found that waiting out the leadership was often the only way to make changes. Patience is often the key when you have committees that are not functioning. I made an effort to seek out people to serve as chairs. Many new chairs made a previously lackluster committee into the most sought-after committee. Also, be on the lookout for when a committee is no longer needed, and it is time for it to be sunsetted.

4. Not everything needs action. This was very hard in the first years, at first I tried to solve every problem that arose. I had to learn that, even though I wasn't tenured, sometimes, I had to say no. I could listen and empathize, but if an isolated complaint came up that I didn't think would have broad buy-in, I simply had to let it go.

With tenure, I could stop walking on eggshells. I got an increased freedom to simply say, "I'll take that under advisement,"

or "Can I think about it?" Sometimes I would say, "Write a resolution, and I'll take it to faculty for the collective opinion." I wish I'd had these phrases in my vocabulary the first two years, as they've made the middle years so much better.

5. Achieving consensus among faculty is difficult. One of the biggest complaints you will hear about Governance, particularly from administration, is that it is slow. It doesn't have to be, but you have to accept that fewer than 100% of your constituents will be happy with a decision.

Faculty members, in particular, are highly critical; nothing will satisfy them all, all of the time. If faculty decisions take too long, or things end up in non-decisions, that's when administration must step in and make the call. I learned this quickly, but it would have been great to have understood it Day One!

Realize that you won't be able to go against the tide, if there are many who would not allow something to move forward. It took me time to learn the old adage, "You can't please everyone all of the time."

6. Shared Governance MUST be a partnership. Faculty can organize themselves all they want, but they need the buy in of the administration to actually make things work. Actually, names of the organization aside, it's Shared Governance that we are trying to achieve. Unless communication goes in all directions, it won't work.

All parties involved need to know what their roles and commitments are to each other for it to work.

Presidents (freshly minted or well-seasoned), provosts and academic leaders need to understand what they want from each other and all groups need to work together to figure out how to harness the power of faculty, professional staff and students to help the institution in a meaningful way.

Listening is the first step. It's a vital skill and one I've only recently developed proficiency

with. It took me time and effort, but I really understand what good listening looks and feels like now.

7. Consultation, what is it and what to do when it is poor.

There is a big difference between (dialogue) consultation and (one-way communication) informing. I think most of us recognize the difference, and know it when one or the other is used. The problems occur when we try to lead without doing both, or deciding what do we do when we feel we've not been consulted appropriately. Recently, a change in administrative leadership occurred. The consultation went a little like this:

Individuals were called in for private consultation meetings. The opening gambit was, "I want to know who you think should take the position, I'm thinking about X person." Only afterwards could I label that question as "informing" rather than consultation. The moment the person of choice was revealed, I was on the defensive. In retrospect, the individual meetings left us all wondering who had agreed that the choice of X person was a good one. We doubted that anyone had.

Consultation needs to be open discourse, with large and small groups. It takes time, it's not something that can be done in a day or two, and it also needs follow up. Those consulted need to know why you didn't take their advice, they need to know you listened to them.

I wish I'd known this much, much earlier, because -- reflecting back today -- I would have definitely been more outspoken when I felt we were being informed, but there was the presumption that we were being consulted. If I had learned how to do this with the small issues, perhaps I could have handled the bigger issues better.

8. Shared Governance creates a strong work culture. When it is functioning at its best, effective shared governance creates a strong harmonious campus, one where all constituents feel valued. When the people in the trenches (faculty, professional staff, students) feel like they have

opportunities for significant input into decisions, and that they have been heard, they can feel invested in the work and will support it. When something is handed down from on high, without buy-in, it creates resentment. No one likes to be told what to do; even well intentioned, well-crafted plans can be thwarted. This is especially likely if splinter groups oppose the decisions. The stronger the communication between all members of a campus, the more easily the campus will adapt to change when it comes.

9. Attend University Faculty Senate Meetings. In the early years, I didn't think I needed to go to the meetings. I couldn't foresee what I would gain. In the later years, I realize that without attending those meetings, I doubt I would have been nearly as successful. As ESF transitioned to a new President, I talked with others who were going through – or had recently gone through – the same things. Having a resource group of people (from campuses throughout SUNY) who were struggling with challenges I could relate to was incredibly helpful. Over the years, the Campus Governance Leaders (CGLs) of UFS have explored compensation for CGL's (which is why I finally took the course release the Provost offered). We've also looked at administrative searches, Presidential review, influenced Seamless Transfer and SUNY Excels, and generally helped shaped the idea of consultation. We've leaned on each other, and learned from each other. If you are a SUNY CGL, attend the UFS meetings! If you can't or don't attend, I recommend that you find a support group -- you'll need it at some point!

10. Enjoyment is a bonus outcome of being a governance leader. Serving as a governance leader has been an interesting ride. Even though it was often hard to keep enough adult beverages in the house during the early years. As I began to wear the mantle more comfortably, I

began to see the good I was doing, too. I've increased faculty attendance and involvement by an order of magnitude and professional staff and students now have an official voice, I've searched for a President and made a campus wide procedure for vetting and communicating policy.

I didn't do everything right, but I am leaving office knowing in addition to personally having come a long way, learning how to listen and to keep my mind open, learning how and when to assert myself, learning the value of not revealing my opinion so that I could hear what others were telling me. Mostly, I've learned that leading, while difficult, can have a huge impact when done well. I like to think that while not perfect, I've led well. There is more to do, but I'm content now. I can honestly say I enjoyed it, and that I will miss the work, the people, the influence. I am glad I refused to listen to the naysayers and stepped up when there was a need. I've benefitted, and I hope that others have too.

Diversity Starts Here: Examining the Role and Responsibility of Governance Leaders in Campus and System Equity and Inclusion

Noelle Chaddock
SUNY Cortland

In October 2013 at the University Faculty Senate (UFS) Fall Plenary hosted at the University of Albany, the UFS Committee on Diversity and Cultural Competence presented the "Making Diversity Count" (MDC) white paper, which was adopted by the UFS in May 2013. The MDC was intended to be a comprehensive guide for campuses with recommendations on how to address the long-

standing diversity concerns in the system. At the end of the presentation, UFS President Knuepfer asked the Senate body to "look around and see who is at the table" and asked if the senate was "happy with what we see." President Knuepfer was speaking to the racial, gender, and age homogeneity that was, and continues to be, visible in the room. If we believe that equity, inclusion, and diversity work must be intentional and active, then organizations must live these ideals. They must impact all levels of the organization from top to bottom. Failure to demonstrate this impact may suggest a failure of leadership.

In November 2014, the UFS and the System Office for Diversity Equity and Inclusion co-hosted the first statewide SUNY diversity conference: Making Diversity Count: Ensuring Quality, Inclusion, Access, and Impact. This was a well-attended and important conference, and a second SUNY Diversity Conference is planned for October 2016. During the inaugural conference, SUNY Board of Trustee' Chairman Carl McCall comments pointed to the racial inequities in the state and challenged the group to make changes. In Chairman McCall's comments, however, constituents took notice that the only expressed concerns were around race and gender. In January 2015 Chancellor Nancy Zimpher raised the bar on diversity expectations in the system. To meet those expectations the SUNY Diversity Task Force, under the direction of the new SUNY Provost Alex Cartwright, was created and started its work about a year or so later. UFS President Knuepfer worked with the Task Force, but he felt that there were gaps in system's concerns, so the UFS ad hoc Committee on LGBTQ Matters was formed. Additionally, the UFS committee on Equity, Inclusion, and Diversity worked with President Knuepfer and the Executive committee to offer diversity training for the UFS and its committees.

During the fall 2015 Plenary this diversity training came to fruition. While the original proposal had been for a mandated

training for the whole senate body, the training was offered as a voluntary workshop strategically scheduled in the middle of the first day of meetings. 33 members participated. The entire Executive Committee—save three members—attended, but the Senators and Campus Governance Leaders were largely absent. While it was certainly "the choir" in support of the activity, it was not a group of folks who were aligned in how they thought about diversity and the condition of the SUNY system nor did they agree on the level of urgency or response.

Using clicker technology the training format allowed the group to generate their own "in the moment" demographic and survey information. As a group, the facilitators and participants worked through conversations about how, as governance leaders, we need to think about inclusion and examine our impact as we attempt to fulfill our intention to be good stewards of diversity. The willingness to participate created a space to tease out the gaps in understanding, ideology, and sense of priority and urgency.

Our participants problematized the language we use. Not just the language "of" diversity, but what was described as "traditional" language - words like succession, planning, traditional, and historically. There was a realization that our everyday language, and how we use it when talking about diversifying our campuses, point to ideology and praxis that are not serving us well. Appreciating that this is the kind of language that allows a perpetuation of homogeneity in leadership was startling to many. The reality is that the simple ways that we "disqualify" candidates who are different is keeping our leadership homogeneous. This article serves both as a reflection and a call for deep examination of the expectations and processes that directly impact how one reaches levels of leadership.

I would ask my good colleagues across SUNY to

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Leaders in . . .

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consider how we recruit. We often recruit for difference and then normalize those candidates on our campuses. One example is the idea of “good fit.” We must pay attention to the way that the difference we recruited for is often punished for not being a “good fit”. As a measurement, good fit is surely a measurement of privilege and self-preservation. Ask your colleagues to stop using “good fit.” A second consideration is to challenge your institutions to drop the expectation of comfort. Diversity is almost never comfortable. Dropping the expectation of comfort will allow us to have difficult conversations, challenge our leadership, which we have been avoiding.

This still does not address the whole of the work that needs to be done. We must find the right venues to address all of the important and often competing concerns of diversity, equity, and inclusion. What we must look at, however, is the way that the lack of demographic diversity in our governance bodies lends itself to a very narrow and limited sense of what the concerns are and what we are missing. It is imperative, that we address the lack of diversity in our governance bodies from the top down.

As we move forward, we need to implement the Diversity Task Force recommendations, which now exist as a Board of Trustee’s resolution. As we work to recruit and retain diverse talent at our institutions, we need to continue to have workshops and dialogue that push us toward self-examination and self-reflection. What conversations aren’t we having? What strategies might difference afford us to truly maximize the diversity we are able to attract? We must challenge the culture of self-preservation and the enforcement of normative expectations that preserve privilege in SUNY to a homogenous group. This work starts with the question that Pete Knuepfer asked, “Are we happy with what we see?”

The Poet’s Corner

*Featuring the poems of Richard Collier,
University Faculty Senate Emeritus from SUNY Albany*

ON BIODIVERSITY

a couplet by Dick Collier

(Upon learning that ESF found a new beetle
and named it for the SUNY Chancellor)

That earth’s still fit (dear God we humbly thank Thee)
For *Homo sapiens* as well as *Zimpherus nancae*.

ON CAMPUS DIVERSITY

a sonnet by Dick Collier

It’s biodiversity that keeps life alive
Midst ecological chaos and incessant change
Where some things pass away but others may now thrive
Better able to adapt to the hostile or strange.

As above so below--SUNY campuses resolve
That their disciplines, research and courses
Keep up as society and science both evolve
To better use talents and resources.

And so each campus now recruits and courts
A diversity of students, faculty, staff
With backgrounds, orientations, skills of all sorts,
Not just for them but on our behalf.
Thereby SUNY and all of New York will find
It’s good when we don’t waste a single mind.

ON CAMPUS INCLUSION

a sonnet by Dick Collier

How ironic to find in some medieval verse
That self-satisfied kings would boast of their turf
“I’m proud that my subjects are really diverse--
“Nobility, middle class, clergy and serf!”

You smile? A “Stepford” college or Monolith U
Too often suffers from that same confusion:
“We’re proud to admit and include all sorts too,
“Since, of course, diversity ensures inclusion!”

But are students, contingents, etc. included
With real “voice” on campus, not just a mere token?
If not, the majority may be quite deluded
In thinking their curricula and ways aren’t broken.

Let not our campuses be thus disgraced
By letting minds and talents go to waste.

On Celebrating New York State and New Yorkers

Daniel S. Marrone
Farmingdale State College

“Theodore Roosevelt and Cecil Spring Rice (‘I Vow To Thee My Country’) in WWI”
Daniel Scott Marrone
Farmingdale State College
Sagamore Hill in Oyster Bay, Long Island, served as the home of Theodore Roosevelt for the last four decades of his event-filled life. Administered by the U.S. National Park Service, the Sagamore Hill National Historic Site includes TR’s red and gray colored Victorian-styled home as well as the neoclassical home of his oldest son, U.S. Army Major General Theodore “Ted” Roosevelt, Jr., that now serves as a museum that displays his father’s memorabilia. On 10 July 2015, TR’s home was officially re-opened after a \$3.5 million restoration. In his astonishing career TR served in the following capacities: New York State Assemblyman; “Badlands Dakotas” Rancher and Deputy Sheriff; U.S. Civil Service Commissioner; New York City Police Commissioner; U.S. Assistant Secretary of the Navy, Lt. Colonel then full Colonel of the U.S. Volunteers “Rough Riders” Regiment; New York State Governor, U.S. Vice President, and President of the United States of America. TR authored 35 books and wrote hundreds of newspaper and magazine articles. In counting his speeches a precise number is impossible to determine; but it is not an exaggeration to use a four-figure estimate. During his final years, TR advocated for America’s intervention in the fight against “ethnic cleansing” and “state sponsored terrorism.”

TR's actions paralleled those of his close friend, Sir Cecil Arthur Spring Rice, British Ambassador to the U.S. (1913-1918). Arguably one of the most effective ambassadors in world history, Spring Rice was also an extraordinary poet. His final poem was set to music by Gustav

diplomat Arthur Zimmermann to Mexico, Wilson was forced to submit to the U.S. Congress a "Declaration of War against Germany." This occurred in April 1917. During the dreadful years of the optimistically but so wrongly named "War to End All Wars," the two friends faced the

married to fiancé Edith Kermit Carow. Spring Rice was sailing home to England after visiting his brother, Gerald, who at the time was living in western Canada. By the time their ship docked in England, TR had convinced "Springy" (TR's nickname for his new friend) to serve as his best man at his wedding that took place in St. George's Church, London, on 2 December 1886. Fifteen years later when TR was U.S. president, Spring Rice commented about his American pal: "You must always remember that Theodore is about six!" The British diplomat served as a key foreign affairs advisor to TR during his tenure as U.S. president (1901-1909). Their kinship also strengthened the growing bond between the United Kingdom and the United States.

ignite all-out war. Such an event occurred on 28 June 1914. On that day, a Serbian nationalist assassinated Hapsburg heir Archduke Franz Ferdinand and his wife, Sophie, while they drove through the streets of Sarajevo, the largest city of Bosnia and Herzegovina. The German-speaking Hapsburg rulers of the Austro-Hungarian Empire imposed territory and reparation demands on the Serbs. Though this small Slavic nation agreed to most of the Austria-Hungarian demands, what the Hapsburgs really wanted was to make Serbia a compliant territory within the Austro-Hungarian Empire. The Russians responded to the attack on Serbia by declaring war on the Austrian-Hungarians. As a signer of the Central Powers mutual defense treaty, Germany was obligated to go to war against Russia. With Russia threatened, the other member countries of the Triple Alliance-- France and the United Kingdom--were now also brought into the conflict. In the summer of 1914, country after country would side with either of the two wartime coalitions. WWI had commenced!

During the first 33 months of the war, from July 1914 until April 1917, many Americans were vehemently against aligning with either coalition. Their aim was to keep the U.S. out of this European conflict. Anti-war proponents included President Wilson, Secretary of State William Jennings Bryan, 1912 presidential candidate of the Socialist Party Eugene Victor Debbs, and stridently anti-Semitic automotive industrialist Henry Ford. For them, American lives and treasury should not be expended meddling into conflicts among nations who have been at war with each other for centuries. Countering this stance was pro-war advocates such as Spring Rice and Theodore Roosevelt. The two friends faced an uphill effort in convincing anti-

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Holst and has become one of the anthems of the British Commonwealth of Nations.

The New Yorker and the Londoner

TR and Spring Rice were outspoken advocates for military preparedness and for U.S. involvement in the Great War aiding the Triple Entente Allies fighting the Germany-led Central Powers. The *New Yorker* and the *Londoner* made countless speeches and wrote dozens of newspaper and magazine articles addressing the brutality of the Prussian King, Kaiser Wilhelm II, and his legions of armed forces that the "German Caesar" proudly called "Aryan Huns." These marauders first invaded and killed thousands of Belgian civilians. The "Huns" next invaded and occupied northwestern France. During the first 33 months of WWI President Thomas Woodrow Wilson adhered to a policy of strict U.S. neutrality. However, this did not stop the German navy from sinking dozens of U.S.-flagged ships and killing hundreds of American crewmen and civilian passengers. With the interception of the infamous telegram sent by the German

loss of loved ones in battle. Spring Rice's brother, Gerald, was killed on the "Western Front" in France in 1916. TR's youngest child, U.S. Army Air Corps Lieutenant Quentin Roosevelt, was killed in an aerial "dogfight" over German-held France in July 1918. (After Quentin died in combat, the Nassau County aerodrome where he learned to fly was renamed "Quentin Roosevelt Airfield." Today, the largest shopping mall in New York State is now at this location and bears the name: "Roosevelt Field.") Added to these tragedies was declining health for both Spring Rice and TR. The London-born British diplomat died just over eight months before the signing of the WWI Armistice on 11 November 1918. The exuberant New York-born former president died eight weeks later on 6 January 1919.

A Kinship between Friends and Countries

The 32-year close friendship between Spring Rice and Roosevelt began when by chance they were passengers on the same ocean liner sailing to England in November 1886. TR was traveling to London to be

The thawing of relations between these two English-speaking countries began when the British assisted the U.S. Navy in the Spanish-American War (1898). During this conflict American warships were permitted to dock and be refueled at Royal Navy seaports. The British were also responsible for convincing other European powers to remain neutral rather than siding with the rulers of monarchical Spain. Thus began the "Great Rapprochement" between the two countries. American historian David Henry Burton (1976) aptly describes the Anglo-American bond as follows: "For a long time now, people have spoken of a 'special relationship' existing between the United States and Great Britain, not alone because of blood and institutional ties but due also to the shared experience of great wars" (p. xviii).

Mobilization and Outbreak of WWI

In the years leading up to WWI, much of Europe was mobilizing for war over long-simmering hatreds related to religion, language, and imperial hegemonic ambitions. All that was needed was an incident to

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war Wilson and the Isolationists to join those nations opposed to the tyranny of the Central Powers. The British diplomat and the brash former president spared no effort in making their case as “dissenters for war.” As Ambassador to the U.S., Spring Rice’s mission was clear: convince the Americans to side with the Allies. Though the Roosevelt (in English: “Rose Field”) family had a Dutch origin, the familial clan also included German lineage. In fact, TR learned the German language communicating with members of his extended family. Thus, TR was not innately anti-German. Rather, for TR it was a matter of moral principle upon which the native New Yorker opposed the ruthless Deutscher Kaiser (in



Theodore Roosevelt delivering an always entertaining, ferociously gestured speech.

English: “German Caesar”).

When Theodore Roosevelt believed in a “cause,” his advocacy was robust and unrelenting. In impassioned speeches as well as in published articles, TR lambasted members of the Wilson Administration. TR labeled President Wilson “the chief spokesperson for the ‘flub-dubs,’ ‘mollycoddles,’ and ‘flap-doodle pacifists’ who were too yellow to fight.” TR wrote to Spring Rice that “...had he been president, he would have stepped in and saved Belgium from being overrun by the Germans” (both

quotes from Renehan, 1998, p. 121). Unlike TR, diplomat Spring Rice was required to be more guarded in his words and actions. Yet, the British ambassador had the Herculean responsibility of persuading the justifiably reluctant American nation in joining this deadly conflict that was engulfing most of Europe. During WWI, Spring Rice expressed a gloomy future for his British nation in a letter to his former tutor at Eton College: *I am not much in favor of asking for sympathy. We shall stand or fall by what we do by and what others do, and not by what other people think; and I don't like fierce efforts to convince Americans that we are in the right. The question is: 'Is freedom strong enough to defend itself?' A government is either too strong for the freedom of its own people, or too weak to defend them from a foreign enemy. We choose the last form. However, if there is justice or truth in the world, we shall win in the end; and if there is no justice or truth, it isn't worth living here—so we can leave it at that. (Excerpt from personal correspondence to Professor H. E. Luxmoore, Tutor at Eton College,*



dated 24 September 1914.)

Sir Cecil Spring Rice while serving as British Ambassador to the U.S., 1913-1918. German Atrocities in WWI In the decade preceding WWI, Spring Rice warned repeatedly of Kaiser Wilhelm II’s unbridled hegemonic ambitions in the conquest of power and territory.

The diplomat’s warnings were largely ignored in the British Foreign Office. Yet, his ominous predictions proved to be deadly accurate. At the end of July 1914, the Prussian-led German Imperial army began a relentless juggernaut that crushed any person or country that crossed its path. The modern day “Huns” perpetrated “ethnic cleansing” and “state-sponsored terrorism” in Belgium, France, Poland, and Russia. They destroyed hundreds of villages and murdered thousands of civilians. The Kaiser’s naval armada committed mass murder at sea with U-boats (Unterbooten) sinking civilian passenger ships and merchant freighters without warning. Germany violated international maritime laws, specifically the “Cruiser Rules,” by perpetrating for the first time in history widespread “unrestricted submarine warfare.”

On 7 May 1915, the stately British passenger ship RMS Lusitania was torpedoed without warning. The ocean liner sank in 18 minutes and resulted in the deaths of 1,198 passengers and crew--128 of which were Americans. With the sinking of American vessels, President Wilson voiced complaints to German emissaries stationed in Washington, D.C. Nevertheless, the American president steadfastly held to strict U.S. neutrality. Wilson’s isolationist supporters repeatedly espoused the populist mantra: “He kept us out of war!” After agreeing to halt torpedoing passenger ships, the Kaiser ordered the resumption of unrestricted submarine warfare in retaliation for the continued British Royal Navy blockade of Germany. Furthermore, Wilhelm forbade his U-boats crews from attempting any rescue of survivors from torpedoed ships. In contrast to President Wilson’s verbal-only complaints for these German atrocities, former U.S. President Roosevelt called for decisive

military action. TR directly accused the Germans of “Murder on the High Seas” in the following magazine article excerpt:

The German submarines have established no effective blockade of the British and French coastlines. They have endeavored to prevent access of French, British and neutral ships to Britain and France by attacks upon them which defy every principle of international law as laid down in innumerable existing treaties, including The Hague Convention. Many of these attacks have represented pure piracy; and not a few of them have been accompanied by murder on an extended scale. In the case of the Lusitania the scale was so vast that the murder became wholesale. (Metropolitan Magazine, 9 May 1915)

With American ships increasingly attacked at sea and despite German sabotage on American soil, Wilson refused to call for war against Germany. In early 1917, German U-boats torpedoed, in rapid succession, three American-flagged merchant ships. Wilson again voiced a strong complaint for these German atrocities. Yet, he held to U.S. neutrality. However, he could not ignore the intent of the Zimmermann telegram to Mexico. In this communiqué, the Germans proposed a scheme whereby Mexico would attack the U.S. In return, Germany would force the U.S. to cede territory to Mexico. With this existential threat to America, Wilson had no option other than to submit a “Declaration of War against Germany” to the U.S. Congress. On April 6, 1917, Wilson’s war declaration was approved with only a few “nay” votes. Later that year, the U.S. declared war on the Austro-Hungarian Empire on the seventh of December. In a note of irony, 24 years later on this day, the U.S. was attacked at its Hawaiian Naval and Army facilities at Pearl Harbor by

Imperial Japan. This 7 December 1941 attack thrust the U.S. into World War II!

Once the U.S. was officially at war with Germany, TR telegraphed President Wilson requesting permission to organize a volunteer regiment akin to his two decade earlier Rough Riders. In Wilson's reply, the American president declined TR's offer. Although Wilson and TR loathed each other, the Virginia-born U.S. president emphasized that his decision involved no personal enmity toward the New York-born former president. Roosevelt was undeterred in joining the fight against Germany. Thus, TR came to Washington, D.C. to meet Wilson in person and ask again to be sent to war. Wilson refused TR a second time. Wilson viewed TR as unsuited to the modern, highly deadly warfare occurring



One of the last photos of TR when he cuddles his granddaughter shortly before his death on 6 January 1919.

in Europe. Wilson undoubtedly also took notice of TR's physical condition. Instead of a highly robust TR, Wilson saw an overweight 58-year old man crippled with leg ulcers. In addition, TR was blind in one eye and had a bullet lodged in his chest from an earlier attempted assassination. In an uncanny mirroring of TR's declining health was the physical deterioration of Spring Rice who was suffering from chronic Graves' (thyroid) disease. The two friends, after

making numerous public appearances across America on behalf of the WWI Allies, were physically drained. However, they refused to stop their tireless efforts on behalf of their respective countries.

TR Receives "The U.S. Congressional Medal of Honor" Posthumously

Theodore Roosevelt served gallantly during the Spanish-American War in 1898. He also brokered at Sagamore Hill a peace treaty between the warring nations of the Russo-Japanese War (1905). For this accomplishment, TR was awarded the Nobel Peace Prize. However, for 103 years the U.S. Army denied him the U.S. Congressional Medal of Honor for bravery in the Spanish-American War. This denial can be traced to TR's public criticism of the U.S. War Department for its long delay in bringing his Rough Riders regiment home from Cuba. Federal health officials refused TR's repeated requests because many in his regiment were ill from contagious tropical diseases including Yellow Fever (also known as "Deadly Yellowjack"). In fact, far more U.S. troops died in Cuba from diseases than from battle wounds. The oversight of TR not receiving the medal was remedied on 16 January 2001.

That day, TR was posthumously awarded the American nation's highest honor. At a White House ceremony, televised by C-SPAN, President Bill Clinton remarked: "Sometimes it takes this country awhile but we nearly always get to correct what is a significant historical error--in this case denying TR the 'Medal of Honor.'" Tweed Roosevelt—a bespectacled visage of TR sans the mustache and huge incisors—accepted the medal on behalf of his great-grandfather. Theodore Roosevelt's "U.S. Congressional Medal of Honor" citation reads:

For conspicuous gallantry and

intrepidity at the risk of his life above and beyond the call of duty, Lieutenant Colonel Theodore Roosevelt distinguished himself by acts of bravery on 1 July 1898 while leading a daring charge up San Juan Hill. Lieutenant Colonel Roosevelt, in total disregard for his personal safety, led a desperate and gallant charge up San Juan Hill, encouraging his troops to continue the assault through withering enemy fire over open countryside. Facing the enemy's heavy fire, he displayed extraordinary bravery



Frederick Remington's 1898 painting of a mounted Lt. Colonel Roosevelt leading the charge up San Juan Hill, Cuba.

throughout the charge, and was the first to reach the enemy trenches, where he killed one of the enemy with his pistol, allowing his men to continue the assault. His leadership and valor turned the tide in the Battle of San Juan Hill. His extraordinary heroism and devotion to duty are in keeping with the highest traditions of military service and reflect great credit upon himself, his unit, and the United States Army.

<http://www.c-span.org/video/?161885-1/medal-honor-ceremony> (Retrieved 16 October 2015)

Spring Rice Honored at Beechwood, the National Cemetery of Canada

Upon his appointment as Ambassador to the U.S., Cecil

Spring Rice's underlying mission was to encourage the Americans in abandoning neutrality and joining forces with the Allies. When the U.S. entered WWI in support of the Allies, the British government deemed Spring Rice's mission to be fulfilled and thus at an end. With his task completed and aware of the ambassador's declining health, Foreign Office authorities in Whitehall (London) repeatedly requested that the ambassador return to England. Spring Rice stubbornly refused to leave

Washington, D.C., arguing that his continued presence in the U.S. to be of vital national importance. British King George V intervened. At the beginning of 1918, the King personally requested that Spring Rice return home. The British monarch offered an additional reason for Spring Rice to return home. King George was going to bestow on the ambassador the peerage title "Lord Spring Rice." The Ambassador finally agreed to return to England. Shortly before leaving the U.S., he revised an earlier poem, "Urbs Dei," that he now titled: "I Vow to Thee My Country." He sent copies of the poem to family and colleagues. In early February 1918, the British ambassador began his journey home to England via Canada.

En route, Cecil Arthur Spring Rice died of Grave's disease in Ottawa on February 14, thirteen days shy of his 59th birthday.

Sir Cecil Spring Rice was bestowed with many honors during his lifetime including: "Knight Grand Cross of the Order of St. Michael and St. George" (GCMG; 1906) and "Knight Grand Cross of the Royal Victorian Order" (GCVO; 1908). In 1913, he was also made a member of the British Royal Privy Council (PC) and Court of the Star Chamber. Shortly after he died in 1918, the mountain range that serves as the partial border between the Canadian Provinces of Alberta and British Columbia was renamed Mount Spring-Rice (here spelled with a hyphen). In 1919, Lord Robert Cecil, a founder of the League of

Nations and a recipient of the Nobel Peace Prize, spoke glowingly in the British Parliament of Spring Rice's pivotal role in encouraging the U.S. in joining the Allies in WWI and for fostering the bond between Great Britain and America. On 7 June 2013, a bronze commemorative plaque was unveiled at his gravesite within Beechwood, the National Cemetery of Canada, located in the country's capital city, Ottawa. At this dedication ceremony, Ms. Caroline Kenny, a retired primary schoolteacher who lives in Sussex, England, warmly thanked those individuals who have rekindled an appreciation of her grandfather's monumental achievements.

As an American, this writer sincerely acknowledges Sir Cecil

Spring Rice's pivotal and positive role in U.S. history. Appreciation also extends to present-day British and Canadian government authorities, especially Ms. Nicole Bedard, Development Coordinator at The Beechwood Cemetery Foundation, for supplying photographs used in this essay.

Sir Spring Rice's "I Vow to Thee My Country"

This essay concludes with Cecil Spring Rice's majestic poem, "I Vow to Thee My Country." In 1921, British musician Gustav Holst set the poem to music he previously composed for "The Planets—Jupiter." The combination of Spring Rice's words and Holst's music is a patriotic hymn that has attained the status of a British Commonwealth of Nations anthem. In patriotic ceremonies, comparable to those held on "Memorial Day" in the United States, the people of the British Commonwealth commemorate "Remembrance Day." At such events, all stand and sing the highly poignant words of Spring Rice's "I Vow to Thee My Country."

*I vow to thee my country, all earthly things above.
Entire and whole and perfect, the service of my love;
The love that asks no question, the love that stands the test,
That lays upon the altar the*

*dearest and the best;
The love that never falters, the love that pays the price,
The love that makes undaunted the final sacrifice.
And there's another country, I've heard of long ago,
Most dear to them that love her, most great to them that know.
We may not count her armies, we may not see her King,
Her fortress is a faithful heart, her pride is suffering.
And soul by soul and silently her shining bounds increase,
And her ways are ways of gentleness, and all her paths are peace.*

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British Deputy Consul to Canada Ashley Prime speaking with Ms. Caroline Kenny standing in front of the grave of her grandfather, Sir Cecil Arthur Spring Rice, at Beechwood, the National Cemetery of Canada (7 June 2013).

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A summary of the highlights of the Winter Plenary, including committee reports, sector reports, presentations, and resolutions, can be found on the SUNY Faculty Senate website.



Faculty Senate

BULLETIN

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