

# SUNY University Faculty Senate

202nd Plenary, Online  
January 15–17th, 2026

Report to the Stony Brook University  
Senate  
February 2, 2026

# SUNY University Faculty Senate (UFS)

“The Senate shall be concerned with effective educational policies and other professional matters within the University.”

1. Shapes Academic Policy
2. Advises SUNY Leadership
3. Supports Shared Governance
4. Conducts Committee Work and Resolutions
5. Shares Knowledge Across Campuses

<b>Senator</b>	<b>Alternate Senator</b>	<b>Term Ends</b>
Sylvia Wood	Kupenda Palmer	9/26
Glen Itzkowitz	Rosalia Davi	9/27
Donna Ferrara	<i>Vacant</i>	9/27
Steven Wong	Michael Boerner	9/28

# Reports

## UFS President's Report Bruce Simon

### **1. Building Relationships, Trust, Credibility**

- Collaboration/communication with SUNY System Administration, SUNY FCCC, SUNY SA, CUNY UFS, UUP, MADC, and HELU

### **2. Enhancing Institutional Communication and Decision-Making**

- Academic Momentum Fellows, EITA Advisory Committee, FACT2, Transfer Advisory Council

### **3. Advancing Academic Freedom and Deepening Shared Governance**

- Workshops and panels on shared governance and academic freedom, UFS campus visits, resolutions in support of privacy, free expression, and shared governance

### **4. Advocating for SUNY to Be Funded, Priced, Staffed, and Governed as a Public Good**

- Executive Budget Advocacy and UFS State Budget Resolution

### **5. Blocking Federal Threats to SUNY and Public Higher Education**

- Federal Advocacy, Independence Day Declaration, Opposition to McMahon-Mailman Compact

# Reports

## Upcoming Budget Cycle: SUNY Focus Josh Sager, SUNY Chief Financial Officer

### Proposition to the State:

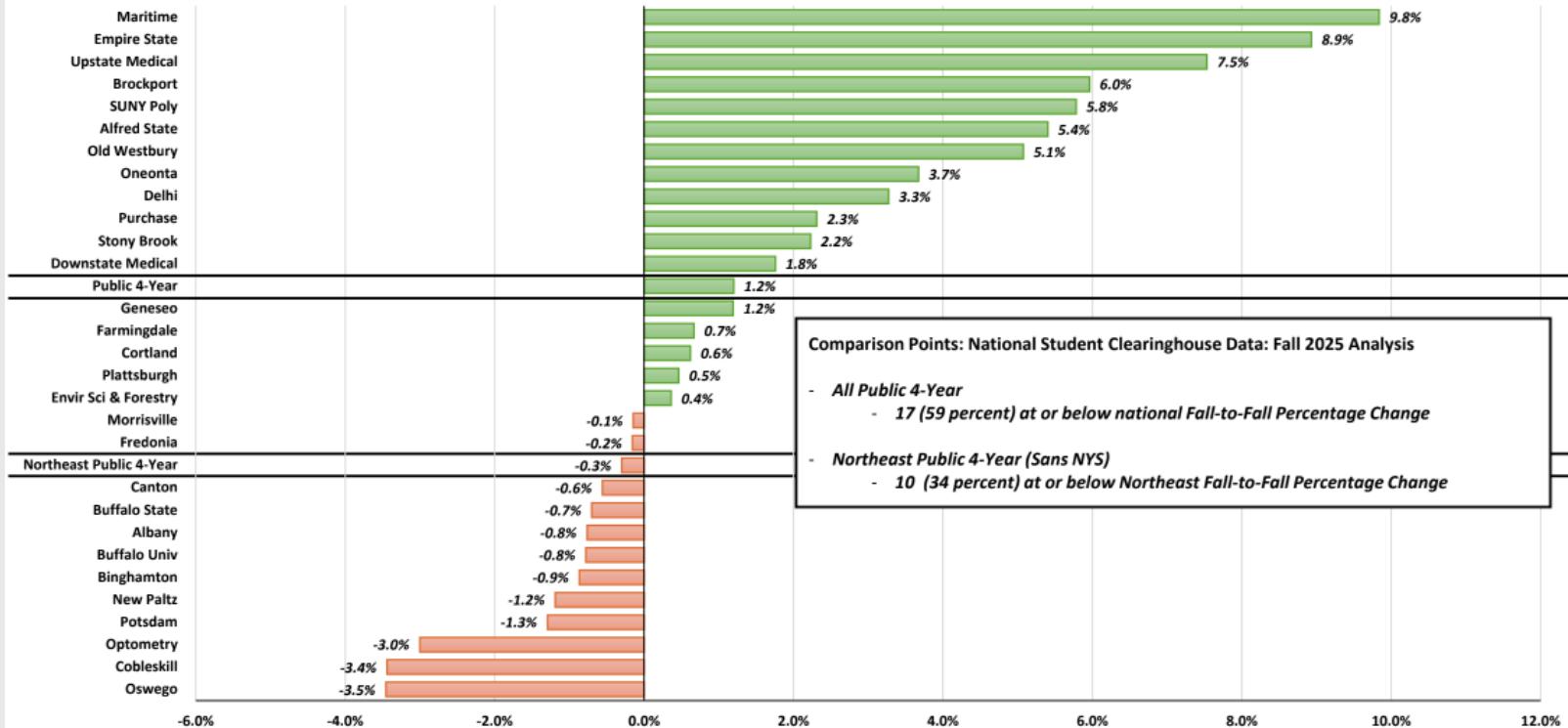
*SUNY Can Help the Governor Achieve Upward Mobility for New Yorkers and Economic Prosperity for New York State*

### But We Need the Resources to Do So; Results:

- Almost \$400.0M in New Direct State Tax Support Since 2023/24 to State-operated campuses to Support State-negotiated / Well-deserved Salary Increases
- Investment in Research Capital and Physical Infrastructure at State-owned Facilities
- Flexibility in Setting Non-Resident Rates of Tuition, By State-operated Campus
- Maintenance of 100 Percent Funding Floor, avoiding over \$75.0M in Lost Direct State Tax Support for Community Colleges
- First Two-Year Investment in Decades (+\$16.0M) in Community Colleges
- Implementation of the NYS Opportunity Scholarship Program, or SUNY Reconnect Including Support Costs and Marketing Dollars

# Change in Headcount Enrollment: Fall 24 Vs. Fall 2025

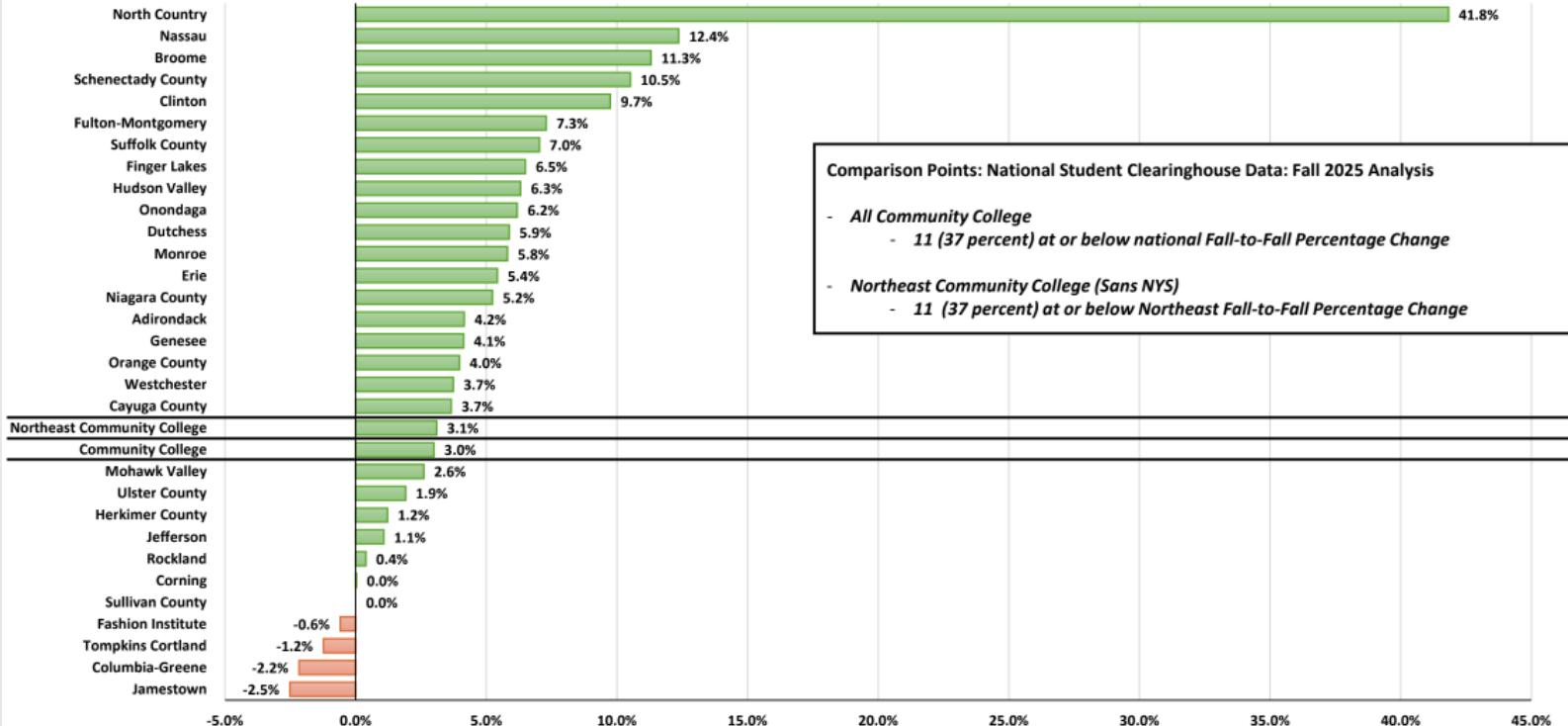
## State-operated Campuses



# Change in Headcount Enrollment: Fall 24 Vs. Fall 2025

## Community Colleges

7



# Reports: Digital Innovation and Academic Services

**SUNY Academic Affairs & Research Update**  
**Ram Ramasubramanian, SUNY Provost**

## Faculty Advisory Council on Teaching and Technology (FACT<sup>2</sup>)

- 2025-2026 Task Group: Accessibility through AI
- 2025-2026 Task Group: Technology Support for Credit for Prior Learning (CPL)
- [AI in Action: A SUNY FACT2 Guide to Optimizing AI in Higher Education](#)

# Reports: Digital Innovation and Academic Services

**SUNY Academic Affairs & Research Update**  
**Ram Ramasubramanian, SUNY Provost**

## AI Tutor Fall 2026 Pilot Project

- AI Advising Exploration: [EAB Navigate 360 AI Assistant](#)
  - 5,000+ students
    - 75% outside of business Hours
    - 43% between 6pm and 11pm
    - 32% between midnight and 7am
  - Five Insights
    - Students want to stay on track
    - Struggling students don't know what actions they can take
    - Advising peaks when support is least available
    - Specialized student groups face extra barriers
    - Students use AI to ask for sensitive help they may not voice elsewhere

# Reports: Digital Innovation and Academic Services

**SUNY Academic Affairs & Research Update**  
**Ram Ramasubramanian, SUNY Provost**

## **Fall 2025**

- Project team kick-off
- Vendor Solicitation of Interest
- 26 vendor meetings

## **Spring 2026**

- Analysis of feedback from vendor meetings
- Identify vendor platforms for campus pilots
- Solicitation to campus Chief Academic Officers for participation in pilots

# Resolutions

- **202-01-01: EC: Amend policy regarding “Display of the Flag” to Include the Flags of Sovereign Indigenous Nations in New York State**
  - Advocates for a change to [SUNY Policy 5600](#) “Display of the Flag” to grant campuses autonomy to display the flags of federally and state-recognized indigenous nations whose traditional territories encompass the campus location.
  - Referred to Equity, Inclusion, Diversity, and Accessibility (EIDA) and University Affairs committees
- **202-02-02: EID: In Support of DEISJ Knowledge**
  - Urges SUNY leadership to support programs and departments that develop and teach DEISJ content as autonomous interdisciplinary units.
  - Referred to EIDA, Undergraduate Council, and Graduate Council

# Resolutions

- **202-03-01: G & R: Responding to Faculty/Staff Funding and Program Cuts**
  - Advocates for strategies to mitigate the effects of funding shortfalls on faculty research agendas and career continuity.
  - Referred to Committee on Academic Planning and Resource Allocation
- **202-04-01: EC: Executive Budget Resolution**
  - Expresses the support of the UFS body for the budget priorities detailed in the Dec. 17, 2025 “[Open Letter to Governor Hochul on the State Fiscal year 2027 Executive Budget](#)”
  - Referred to full University Senate

# Report

## Ethics and Institutional Integrity Committee

“Tissues Are for Students Only:” The Ethics of Faculty and Staff Burnout in the State University of New York

# Report: Ethics and Institutional Integrity Committee

## **“Tissues Are for Students Only:” The Ethics of Faculty and Staff Burnout in the State University of New York**

- Survey Scope and Sample Size
- Total completed surveys: 1,035
- Open-ended responses analyzed:
- Between 500–675 responses per open question
- Study duration: Three years (2022–2025)
- Methods: Mixed methods (interviews, climate survey review, system-wide survey)
- Sampling note: Results are not statistically representative of all SUNY employees but provide broad, cross-sector coverage.

# Report: Ethics and Institutional Integrity Committee

## “Tissues Are for Students Only:” The Ethics of Faculty and Staff Burnout in the State University of New York

### Role

- Faculty & librarians: 49.4%
- Professional staff: 50.6%

### SUNY Sector Representation

- Comprehensive colleges: 53.3%
- University Centers: 18.1%
- Technology colleges: 13.7%
- Health Sciences Centers: 8.5%
- Statutory & Specialized campuses: 6.1%

# Report: Ethics and Institutional Integrity Committee

## **“Tissues Are for Students Only:” The Ethics of Faculty and Staff Burnout in the State University of New York**

### **1. Burnout among faculty and staff is widespread and severe**

- SUNY faculty and professional staff report high levels of stress, fatigue, loss of control, cynicism, and emotional exhaustion, consistent with national trends in higher education burnout.
- Burnout is not viewed as a short-term pandemic issue, but as a post-COVID structural problem tied to ongoing institutional practices.

### **2. Faculty and staff largely approved of early pandemic responses—but not what followed**

- Nearly 90% of respondents believed campus initiatives during COVID were moderately to highly effective.
- Support ratings dropped significantly when asked about ongoing, post-pandemic support for employee well-being, signaling a loss of institutional follow-through.

# Report: Ethics and Institutional Integrity Committee

## **“Tissues Are for Students Only:” The Ethics of Faculty and Staff Burnout in the State University of New York**

### **3. Workloads have increased sharply due to staff losses and institutional expectations**

- 74% reported increased workload due to unfilled lines and staff departures.
- 76% said they often or always feel pressure to “do more with less.”
- 78.8% attributed workload increases to campus and SUNY system-level expectations, not individual choice.

### **4. Workload inequity and invisible labor are major contributors to burnout**

- Over 60% described workload expectations as moderately or highly inequitable.
- Emotional labor, student support, DEI work, administrative tasks, and crisis response are widely described as undervalued, under-compensated, or invisible, especially for contingent faculty and professional staff.

# Report: Ethics and Institutional Integrity Committee

## **“Tissues Are for Students Only:” The Ethics of Faculty and Staff Burnout in the State University of New York**

### **5. Communication and transparency are widely seen as inadequate**

- More than a third rated campus and SUNY system communication as poor or very poor.
- Respondents cited frequent policy changes, unclear rationale, email overload, and lack of actionable guidance as major stressors.

### **6. External pressures intensify burnout, even where finances appear stable**

- Perceptions of financial instability, enrollment decline, and demographic pressures contribute to stress regardless of actual campus fiscal health.
- Faculty and staff are increasingly required to support recruitment, retention, online delivery, and new initiatives without additional resources.

# Report: Ethics and Institutional Integrity Committee

## **“Tissues Are for Students Only:” The Ethics of Faculty and Staff Burnout in the State University of New York**

### **7. Well-being is viewed as a shared responsibility—but institutions are falling short**

- 82% believe faculty/staff well-being is a shared responsibility between individuals and institutions.
- Respondents overwhelmingly feel that institutional responsibility has shifted onto individuals, often reduced to ineffective self-care programs rather than structural change.

### **8. Burnout is driving retention risk and disengagement**

- Many respondents reported intentions to leave, retire early, reduce effort, or exit higher education entirely.
- The report warns that unchecked burnout poses a direct threat to SUNY’s academic mission, student success, and institutional viability.

# Report: Ethics and Institutional Integrity Committee

## Chancellor's Working Group on Faculty/Staff Well-Being & Development

### **The Charge**

All SUNY constituencies are grateful to Governor Hochul and the Legislature for the tremendous investment that has been made in SUNY over the last three years including unprecedented increases in State-operated and community college operating aid, the SUNY Transformation Fund, and the launch of SUNY ASAP and ACE to improve retention, persistence, and completion, the expansion of TAP, and SUNY Reconnect. Enrollment increases across every SUNY sector for three years in a row – for the first time since 2007-2009 – are extraordinarily encouraging, as is SUNY's continuing progress with respect to the four pillars guiding our work: student success; research and scholarship; diversity, equity, and inclusion; and economic development and upward mobility.

Yet, years of severe underinvestment under the prior gubernatorial administration, the COVID crisis, the pernicious effects of social media for our students and society, a divisive national political environment, and the extreme attacks on higher education by the current federal Administration have undoubtedly had an impact on faculty well-being. While federal policy, state appropriations, and demographic change are outside of our control, SUNY as a System is committed to advancing faculty and staff well-being and development within existing resources while continuing to make urgent progress on our four pillars.

The Chancellor's Working Group on Faculty/Staff Well-Being & Development – which will be composed of shared governance leaders, presidents and/or provosts from each sector, the Senior Vice Chancellor for Academic Affairs, and the Vice Chancellor for Community Colleges – will convene over the course of the spring semester and provide by May 2026 recommendations to the Chancellor and his senior team on specific, concrete steps SUNY System Administration can implement or facilitate to advance faculty and staff well-being and development within available resources and consistent with SUNY's deep commitment to advancing the four pillars on behalf of the students we serve.

# Report: Ethics and Institutional Integrity Committee

Chancellor's Working Group on Faculty/Staff Well-Being & Development



Ethics Committee Report:  
<https://tinyurl.com/SUNYTissues>



SUNY Well-Being Pulse Survey:  
<https://tinyurl.com/SUNYWellBeing>



SUNY PERMA Survey:  
<https://tinyurl.com/SUNYPERMA>



Stony Brook University