Meeting of the Provost’s Open SUNY Advisory Committee
Meeting Minutes
Wednesday, March 12, 2014
Multiple Locations by Video
Albany, Buffalo, Syracuse, NYC

Attendees:


I. Approval of the Minutes 2/20/14

A revision to item 4: Coursera has offered to create an opportunity among their partners for licensing content. Minutes approved.

II. Current Frameworks in SUNY for Multi-Campus Programs

Members reviewed a sub-committee report on the collaborative approaches for multi-campus programs that identified several different mean by which SUNY campuses were collaborating.

A. OWL, the online western New York alliance. Five regional community colleges formed the group several years ago, and they are now seeking to incorporate a number of high demand baccalaureate programs. They pool finances and meet bi-monthly, with the highest level of support from member campus administrations.
A current focus is on joint marketing, but there is a concern about an adequate return on investment. In addition, there are problems getting cooperation with campus members other than presidents and those directly engaged in online instruction.

**B. The Hudson Valley Consortium.** This group of community college do not cross-register courses. Instead, they submit curricula that is approved by each of the member schools, which allows each campus to grant the degree. The general education requirements are also taken at the home school.

The biggest concern is communication, both among the campuses and within campus communities. Again, the strongest support comes from the top.

The current arrangement is not without its problems, as some campuses voiced a concern about others “poaching” on a particular curriculum and financial arrangements have proven difficult for some participants. But, these issues are being addressed through collaborative discussions.

An obvious problem is with almost all these collaborations is that the academic calendars are set by each campus, which has obvious effects on students who need to follow multiple sets of course management dates.

Discussion ensued about the degree to which any and all of these collaborative arrangements called for greater central coordination for Open SUNY as it develops over the next few years.

**III. Other Frameworks for Multi-Campus Collaborations**

**A. LIAEC: Long Island Alternate Energy Consortium**

Seven campuses, both public and private, participate in LIAEC, which is just getting started. They are currently working on a joint academic minor, with a major planned in future years. Students have enrolled, even before the minor has been marketed. They want to expand this next year. Every local campus has their own policies and procedures for the minors. The courses will be cross-listed, and credits will transfer back to the home campus if a student takes a course at another institution.

Since Stony Brook University offers all the courses in the minor on their campus, which campus governance has noted raises the question of why the campus is even participating in the consortium.

While not directly a point of discussion at this meeting, the issue raised here is one that needs to be addressed for the development of Open SUNY: when, under what circumstances and by whose authority can students register for courses offered by any one other than their home campus?
B. 2+2 Partner Articulation Programs & Jointly Registered Programs

These have been part of the SUNY system for many years, providing the necessary means by which students have transferred. Dual admission agreements are often the umbrella under which a number of program articulation agreements have been reached between two campuses, both within and beyond SUNY. Students who elect Dual Admission are admitted to both institutions, but are under no obligation to transfer to the baccalaureate campus upon completion of their Associate degree. Jointly registered programs on the undergraduate level share a common curriculum, which has been registered with both SUNY and the State Education Department. One program with these programs is that any subsequent changes have to be agreed to by both of the participating institutions.

Additionally, SUNY has a number of jointly registered programs that integrate baccalaureate and graduate degrees, but most of these are housed on a single campus.

V. University System of Georgia General Education Consortium (eCore)

All the eCore courses start and end at the same time. Banner has allowed for complete integration, so the registration process is seamless for students. They can see what is open and enroll. As reported, the eCore constitutes a comprehensive (and standardized) array of general education courses that are guaranteed to transfer across the system.

The committee determined that it needed much more information on the Georgia system and was requesting a brief meeting by phone with a system representative.