

Advocacy Agenda

Student Assembly of the
State University of New York

PRESENTED TO
Executive Committee

2022-2023

PRESENTED BY
SUNYSA Policy Team



Letter from the President and Policy Director



Over the last half-century, students have consistently been at the forefront of social and political change within our society. Students are unique visionaries, energetic, forward-thinking, and open-minded, and in turn, provide a progressive perspective to policy development that contributes to enhancing the quality of life and educational services available. Student leaders throughout the diverse set of SUNY campuses continue to answer the call for increased advocacy efforts that continue to deliver strong victories for have been strengthened, and victories for students have been delivered. Similar to most higher education systems, the students of SUNY had to fight for formal recognition as a core stakeholder in university policy and for a seat at the table in an official capacity. The tireless efforts of student activists during pivotal movements in the late 1960s and those that followed over the course of the next 25 years, can be credited for the recent development of the SUNY Student Assembly in 1992. Our progression has been astonishing and today the Student Assembly is positioned to spearhead another leap forward for student representation in the decision-making processes of New York State and the SUNY system.

Written by the SUNY Student Assembly Policy Team, this document exists and intends to create a better future. Our goal in developing this Advocacy Agenda is to provide each student leader with additional aid in advancing the Student Assembly, and thus our student body. The result is this document: a comprehensive resource for anyone interested in the Student Assembly to learn what we do, how we do it, and how we plan to reach new levels of success in 2022. The Advocacy Agenda also outlines how the Student Assembly will have “skin in the game” and always be at the forefront of advocacy for all SUNY students.

We are proud of our work to advance SUNY student interests and are excited to further the initiatives proposed in this document. This agenda presents a broad vision of improvement for the Student Assembly and identifies core strategies and key initiatives that can enhance SUNY students' quality of life and education.



Bradley Hershenson

President & Trustee



Samil Levin

Director of Policy

Preface

from the Policy Team



I am incredibly grateful for the opportunity to work alongside fellow SUNY students to hopefully work towards expanding student rights and advocacy. I serve as the Deputy Director of Policy, which continuously provides me with enriching and eye-opening experiences. I'm committed to expanding SUNY SA outreach to students, because all student voices matter! I hope to continue this journey and advocate as best I can for students.



Jack Kralik
Acting Deputy Policy Director

I discovered my passion for student advocacy in high school when I was a Student Ambassador. The students' strength and resilience moved me, and I wanted to do more to help them. I've joined several leadership positions on campus to get a new perspective on students' lives and my insights into on-campus life. As the chair of Student Success, I can work with other students from other campuses to better our community. The goal is to be the voice of the students and empower one another.

This advocacy agenda is essential in understanding the needs and wants of SUNY students. It recognizes the intersectional experiences of students and why it's so important to take each of these priorities, and the many more SUNY SA advocates for, seriously. SUNY Students are the foundation of our organization and through this document, we hope to show students that we hear them, we affirm their experiences, and we will continue the fight for them in every way imaginable.



Ariel Clarke
Chair of Diversity, Equity, & Inclusion

As students of the SUNY education system, we have been heavily involved in student life on campus. Engaging with the community on a deeper level has provided us insight into the satisfaction and opinions of students, thereby inspiring us to become involved in student advocacy and representation. The SUNY Student Assembly presents the opportunity to work with motivated students from other SUNY campuses to create meaningful change. We are working to implement accessible classes that teach vital skills pertaining to financial literacy, wellness and home economics.



Aminata Kargbo
Chair of Student Success



Tessie Mar & Jenny Huang
Chair of Safety & Wellness
Vice Chair of Safety & Wellness

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Student Activity Fee

MISSION STATEMENT

The Student Assembly stands firmly to represent the ever-changing needs of students throughout the State University of New York. As the needs of students have changed over the years, the Student Assembly and will continue to fight for investment to address those needs. We aim to increase student representation, enhance our diversity, effectiveness, and involvement of students within our activities. In order to do so, like any organization, we require adequate resources to do so - such as a proper budget, staff, equipment, and workspace. That is why the Student Assembly has fought for the implementation of a Student Activity Fee. The Student Assembly of the State University of New York calls upon the New York State Legislature and the Governor to immediately enact S5436/A7054 to end the discrimination we face and allow us to be funded by our students at the rate of \$1 per student.

PURPOSE AND HISTORY

The SUNY Student Assembly was established by Article XVII of the SUNY Board of Trustees Policies. Current funding for the Student Assembly is handled through the New York State's appropriation to the State University of New York—at taxpayers' expense. In the state appropriations bill, the Student Assembly has been funded at a base level of \$57,100 for the last 20 years. This creates a massive conflict of interest problem as it means we occasionally need to “bite the hand that feeds us” when advocating for students' best interests. For the last two decades, the Student Assembly has been advocating for ways to bring the organization to greater scale. The Student Assembly, in 2002, passed a resolution at its Fall Conference calling for the establishment of a University-wide “Student Governance Fee” at a rate of \$0.25 per student per semester.



Student Activity Fee

Subsequently, the Student Assembly has affirmed its commitment to adopting a Student Activity Fee multiple times—Spring 2018, Fall 2018, Spring 2019, and Spring 2021. As time has gone by, inflation and increased student enrollment persisted, the proposed fee has increased from \$0.25 in 2002 to \$0.50 in 2019 to \$1. A fee levied on students, by students, to promote the student interest, would ensure that competing interests do not limit the scope of Student Assembly activity or advocacy. Furthermore, removing Student Assembly funding from the political process of the New York State budget would offer financial predictability and allow for greater long-term financial planning.

In 2018, a one-time cash infusion of \$157,500—divided between fiscal years 2018 and 2019—took effect. This allowed the Student Assembly to have a greater impact on the development of higher education policy on both the federal and state level. The Student Assembly advocated for greater investment in higher education in the New York State Legislature; increased student access to voting, support services, counseling, and academic advisement; offered a critical viewpoint to state and federal legislators and policy-makers—a voice typically absent from key conversations. Another part of the Student Assembly's yearly agenda is to connect student leaders from the 64 SUNY campuses at the bi-annual conferences. The increased interaction between different student leaders fosters a beneficial relationship for the participants and the University system as a whole. No event brings as many SUNY students together as the Student Assembly's bi-annual conference. No events bring together as many student government presidents as the Student Assembly's presidential summit. No other organization exists for the discussion of key areas of University policy—that impact students—like the Student Assembly's policy committees. During the years with an increased budget, the additional funding allowed for key communication to exist between the Executive Committee representatives and their constituent campuses.



Student Activity Fee

IMPLEMENTATION

The enactment of the SUNYSA Empowerment Act would assess a fee of \$1 per student per semester. Every school would collect the fee at the beginning of the semester together with the itemized tuition bill. Within thirty days of collection, the school would transmit the funding to the Student Assembly expenditure account. At the current enrollment levels, the act would provide the Student Assembly with a yearly budget of approximately \$750,000. Our proposed budget has three components: SUNYSA full-time personnel, operations, and scholarships. (See Appendix A). As the overarching student organization in New York, our operations need to be year-round and always available. That is why the Student Assembly, like many student associations, needs full-time staff. Our first full-time staff member would provide fiscal and administrative support. Duties may include obtaining student enrollment data from SUNY System Administration, maintaining listings of Student Government Association Presidents and other student leaders, maintaining documentation related to activities of the Executive Committee, and maintaining official rosters for standing committees. Our second full-time staff member would provide communications assistance to the Secretary and Director of Communications. Duties may include the development and maintenance of management information and computer applications, supervision of the production, and editing and distribution of various types of substantive materials for the dissemination to appropriate constituencies. Lastly, our third full-time staff member would provide programming assistance. Duties may include preparing an annual calendar of events, serving as the primary point of contact for Student Assembly in administrative conference planning matters (virtual and in-person), and general planning and coordination of annual student conferences. In addition to full-time, our operational budget would increase and include new additions.



Student Activity Fee

When the Student Assembly had a budget increase, it was able to fund travel and increase accessibility of the Student Assembly to students from campuses across the state and had a physical presence at 83% of campuses. With an increased budget, we would be able to fully-fund Executive Committee and General Assembly meetings for all participants—decreasing the burden from campus student associations. Our new operations would include new conferences and programming. This includes a transitional conference for outgoing and incoming executive boards, the creation of the SUNY SA Advocacy Training Conference, Higher Education Action Day, and the Student Assembly's Presidents' Summit.

Our third budget component is scholarships. As we fight for increased investment in higher education, we want to be part of the change that makes higher education more affordable. Similar to other system-wide student government organizations, SUNY SA would set aside a portion of its yearly budget to provide scholarships to SUNY students through an open application process. Eligibility and other policies for the awarding of these scholarships would involve the creation of a SUNY SA Scholarship Committee and guidelines set based on community involvement, financial need, leadership, and academic excellence. There would be three programs that would distribute ten \$1,000 scholarships and one program that would distribute ten \$2,000 scholarships. The total amount of these scholarships would be \$50,000—almost the entirety of our current budget.

OTHER EXAMPLES

Advocacy on behalf of the Student Assembly is integral to the continued success of the State University of New York. For the University system to be comparable to—and exceed—other University systems throughout the country, the Student Assembly must be comparable.



Student Activity Fee

In order for the Student Assembly to operate at the highest level, it must be brought to the scale of comparable University-wide student government organizations. Of the various University-wide student government organizations, it is clear that the organizations with the highest caliber are those that employ the use of student-led funding models. Each student organization utilizes the revenue by a fee between \$1.30 to \$2.00 per student per semester. These organizations include the City University of New York University Student Senate, the California State Student Association, and the University of California Student Association. Their continued ability to advocate is due to the stability of their funding as the results speak for themselves. Uses of increased revenue at other University-wide student government organizations include funding student scholarships and athletics, hiring full-time staff, and offering programming to students across their systems with increased frequency. In order to grow to the capacity enjoyed by many of our partners, the Student Assembly must secure a similar model of funding.

Included below are the budgets of the Student Assembly and of three of the Student Assembly's closest allies



UNIVERSITY STUDENT SENATE (CUNY)

**FEE: \$1.45
ANNUAL BUDGET: ~\$768,000**



CALIFORNIA STATE STUDENT ASSOCIATION

**FEE: \$2.00
ANNUAL BUDGET: ~\$1,735,000**



UNIVERSITY OF CALIFORNIA STUDENT ASSOCIATION

**FEE: \$1.30
ANNUAL BUDGET: ~\$732,000**



Mental Health

MISSION STATEMENT

The SUNY Student Assembly strives to make sure that students feel heard and seen during such a pivotal time in their lives. It aims to tackle all student concerns through numerous avenues and a multitude of perspectives. The openness and the drive of this organization is fueled by the wants and needs of the students, and ensuring there is an inclusive SUNY system for students to call home. For these reasons, the Student Assembly is committed to fighting for the betterment of students' mental health. Students want more acknowledgment of growing mental health concerns and proper actions to be taken by SUNY administrations and faculty. The SUNY Student Assembly is equipped with the means to facilitate conversations, produce programs, and more. All in efforts to uplift student voices and for the growth and prosperity of SUNY. We are our greatest advocate in bettering ourselves, mentally, emotionally, and physically, and together, we can make mental health an everlasting priority across the SUNY system.

PROBLEMS FACED

Throughout every college student's academic career their mental health is impacted for a variety of reasons. Whether it's due to their academics, their personal life, them figuring out who they are as a person, and so much more. The current state of the college mental health crisis shows the lack of understanding from universities about how mental health affects the way students think, feel, and act throughout all aspects of their life. Students all across SUNY have continuously voiced their concerns about: 1) Mental health days, also known as wellness days, being enforced; 2) The lack of cohesion amongst faculty, the administration, and students on matters surrounding their mental health issues being acknowledged; 3) Inadequate amounts of accessible counseling services; and 4) The unprecedented amount of performative actions taken by universities to address mental health. They are actively seeking ways to improve their mental health and the mental health of college students everywhere.



Mental Health

SUNYSA SOLUTIONS

With that being said, efforts the SUNY Student Assembly must implement to address problems related to mental health are: **1) Increasing and/or creating spaces for students to communicate their concerns about mental health.** By doing this we will be helping students build purposeful relationships with administrations and have productive conversations in efforts to advocate for their wants and needs. **2) Pushing administrations to follow up with these conversations by taking action that adheres to meeting students where they are.** By doing this, we will be holding universities accountable for upholding mental health practices when students voice their concerns. **3) Increasing the accessibility of counseling services available to students, such as tele-counseling, especially for those within marginalized communities.** By doing this, we will be helping create more accessible avenues for students to turn to for mental health services when it may not be an option for them based on their identities, financial circumstances, geographic location, etc. **4) Professors instilling three excused absences for students as wellness days without penalty.** By doing this, we will be helping students build relationships with faculty as they openly show their support of students' mental health, and further the acknowledgment of mental health practices in classrooms.

IMPLEMENTATION

We can accomplish increasing and/or creating spaces for students to communicate their concerns about mental health by utilizing SUNY Student Assembly representatives to advocate for student needs on their campus and other campuses. They would be the frontrunners for these advocacy efforts, with the help of the SUNY SA Committees, and would start these efforts by arranging meetings with counseling services, health promotion, safety and wellness, or any mental health facility on SUNY campuses. These meetings would be formal conversations about what has been implemented at our universities already, and for us to grasp departmentally if any of their current practices are truly working.



Mental Health

We'd also be gauging an understanding of how to increase access to counseling services based on particular SUNY campuses. From there another set of meetings would need to be made with individuals from these centers, administrators, and faculty members. This meeting would serve as an outlet for students to give an explanation and/or reiteration of their mental health issues and solutions we'd like to address mental health concerns. After each meeting, representatives would report back the details of the meetings to the Student Assembly Executive Committee.

Next, to push administrations to follow up with these conversations by taking action that adheres to meeting students where they are there, lines of communication with them would need to remain in effect. Regular follow-up meetings would need to be in place to ensure that everyone is on the same page and shares the same vision about implementing these solutions for the needs of students. We want to show and further emphasize to our administrators that we will not stop advocating for proper mental health practices until we receive them on a regular basis - without a cap on appointments. There would need to be collaborative actions taken by students, SUNY administrators, and faculty to ensure consistency and accountability are upheld as the implementation process occurs.

Then, to increase the accessibility of counseling services available to students, especially those within marginalized communities, we'd need to work with counseling services, health promotion, safety and wellness, or any mental health facility on SUNY campuses. Meetings would need to be arranged with these departments and administrations across the SUNY system to discuss budgeting, staffing for more counseling services, more diverse counselors, support groups, and why certain practices in place aren't enough for students. We'd need to establish an equitable standard across the SUNY system for mental health budgets and tele-counseling by making sure all SUNY schools are a part of the Student Tele-counseling Network (STCN). This would then begin the process of ensuring all SUNY's have the same counseling services that equitably meet students where they are.



Mental Health

Lastly, the incorporation of wellness days for students can be executed by Professors instilling three excused absences for students at any point throughout the semester without penalty. We'd organize meetings with faculty members on SUNY campuses to increase their awareness of students growing mental health concerns. From there we'd introduce a cost-benefit plan with them entailing, the cost of no mental health days: students with poor mental health will perform worse in classes as opposed to students with better mental health, which could result in poor evaluation of courses by SUNY administrations and students. Whereas with the benefit of mental health days: students will be more in tune with their emotional, psychological, and social well-being, resulting in better class performance and evaluations of Professors' courses. Additionally, with the flexibility of these three excused absences, expectations for students by professors and respect for professors by students will be held at a higher standard if there is a mutual understanding of everyone's health needs; in turn, fostering purposeful relationships between students and faculty as well.

All in all, if amendments need to be made, the SUNY Student Assembly, administrations, and students will make them. The continual process of problem-solving, purposeful discussion, and consistent implementation with room for improvement, will result in the betterment of students' mental health.

COST OF IMPLEMENTATION

There is no proposed budget for this because you can't put a numeric value on a conversation between students and the administration, as well as professors providing students with excused absences for their classes. The willingness of all parties involved to engage in either matter is priceless. On the other hand, the only way cost would be a factor is if SUNY administrations take the direct action approach through programming and providing staffing for mental health services. However, by setting our standards of equitable counseling services and mental health efforts across the SUNY system we'd be decreasing the chances of varying university budgets.



Accessibility

MISSION STATEMENT

The SUNY Student Assembly recognizes that higher education should be equally accessible to all. The SUNY Student Assembly has also acknowledged that accessibility accommodations for students with disabilities vary on a campus-by-campus basis. In accordance with our values of equality, we want to standardize and enhance resources and aid for students with disabilities for all SUNY campuses, as well as commit to SUNY-wide student outreach.

INTRODUCTION

In the United States, one in four adults has at least one form of disability. While at Universities 1 in 8 college students have at least one disability. The challenges associated with educational instruction in this area pose limitations on student lives. Currently, many SUNY schools have disabilities center plans and have given their campus some access points for students with disabilities. However, neurological accessibilities are limited for many SUNY campuses, and they're mainly provided for students with physical disabilities. SUNY should have a unified plan for students with disabilities which could give students more access to classroom and campus life activities.

OUTREACH

It is imperative that problems and solutions don't come exclusively from offices divorced from the real issues. We believe that the best means of understanding and tackling issues is communicating directly with the students. Our voices and experiences are paramount to accessibility on campus.

We are committed through the use of on campus accessibility centers and social media usage, to hearing directly from as many students as possible. Together, we can craft a way forward designed to uplift and support all of our students, including our proud disabled students. Creating an accessible campus environment means providing information on disability services and combating misconceptions. Workshops can be developed to help promote SUNY disability resources.



Accessibility

Creating an accessible campus means providing information on visible and invisible disabilities and combating misconceptions. SUNY communities should develop workshops that help students learn about varying disabilities to become conscious of their environment. SUNY communities should have workshops encouraging responsibility and accountability. Workshops should also consist of reflection framed around language use. How we refer to disability and people with disabilities can be limiting. For example, saying that someone is “stupid,” “insane,” “crazy,” “lame,” or “dumb,” you have (unknowingly or not) participated in spreading the ableist language. It is essential to acknowledge that these might trigger students with physical and mental disabilities and can cause them to feel unsafe in their college community. The best way of approaching the conversation with disabilities is knowing that there are not disabled but are someone with a disability. Their disability isn’t rare, but a part of them, and showing languages will help create an inclusive community for disabled students. Talking about disability and using inclusive language starts with defining socially constructed disability, diversity, and inclusion. Learning will help students become vigilant and be aware of how students with a disability navigate campus. They would also help create a more accessible environment.

STANDARDIZATION

Scoring SUNY Schools. Inviting a non-SUNY entity to review and then rank SUNY schools based on their ADA compliance could provide valuable information to SUNY SA, SUNY schools, current, and future students. A third party would ensure an unbiased evaluation of the University is performed without any interference from faculty or administrators. The SUNY Student Assembly would be able to better direct its efforts of uplifting accessibility resources if we understood what schools need the most improvement. A ranking system might also provide individual universities with the information and motivation to make their own improvements. A low ranking might provide universities with an eye opening opportunity to discover where they may be lacking.



Accessibility

Website Requirements. Website information varies greatly from school to school. Some websites lack information on student rights, available resources, and University obligations. We see this as a major barrier between students and ensuring adequate resource distribution. We must standardize websites for all SUNY schools to ensure students have ready and easily accessible information. That includes providing information on student rights, information on all resources offered by the university, staff hours and appointment availability, a clear mission statement, and ADA compliance score when possible.

Capital Improvements. Numerous students have raised concerns about insufficient campus resources that do not meet their needs. Many classrooms are not equipped with microphones designed to help students with hearing impairments. SUNY SA is committed to improving physical spaces for students with disabilities. This may include ensuring microphones are available for students in classrooms and funding is allocated towards functional elevators and ramps to provide accessible entryways.

Minimum Requirements. With concerns about unhelpful accessibility centers and non-compliant professors, SUNY SA would like to work towards the implementation and adoption of basic and minimum standards for all SUNY schools to adhere to. Students across New York State deserve the same equal access to education regardless of which school they attend. After collecting data on ADA compliance, we aim to establish a baseline all schools can strive for. Hopefully, we can set a “passing grade” for our schools, as our schools so frequently do for us.



Accessibility

Letter of Accommodations Standards. A Letter of Accommodations (LOA) is a document provided by the Office of Disability Services that explains to faculty the reasonable accommodations to be delivered to a student. The Letter of Accommodations varies by SUNY institutions. Some campuses provide a detailed list of the student's needs, while others give general letters that offer little to no information on a specific student's needs. This poses an issue because if a student isn't able to state their disability and specify ways that the professor can help make classroom learning accessible, it puts students with disability at a disadvantage, and they won't be able to access the same learning tools as their classmates. A Letter of Accommodation is how a professor may know what they should have in classrooms for students with disabilities. In addition, it would help provide guidelines for professors to make the classroom more accessible.

Lack of information on a student's classroom needs will go against section 504 of the Rehabilitation Act of 1973. The act states that organizations that receive federal funding, such as academic institutions and employers, are legally obligated to provide disabled students with equal benefits, services, and opportunities. Students attending college must be provided with equal access to classrooms, and they may be deemed eligible for accommodations.

Some common accommodations for students with disabilities may include:

- Digital textbooks
- Assistive technology training
- Notetakers
- Sign Language Interpreters
- Screen Reading Software
- Videotext displays
- Screen enlargers
- Talking calculators
- Electronic readers
- Braille calculators
- Sound amplifying equipment
- Closed captioning
- Calculators or keyboards with large buttons
- Assistive listening devices
- Smart tablet devices with assistive apps
- 3D Printing to allow some to feel what others can see
- Laptops
- Noise cancelling headphones
- Voice synthesizers
- Specialized gym equipment



Lifestyle Classes

MISSION STATEMENT

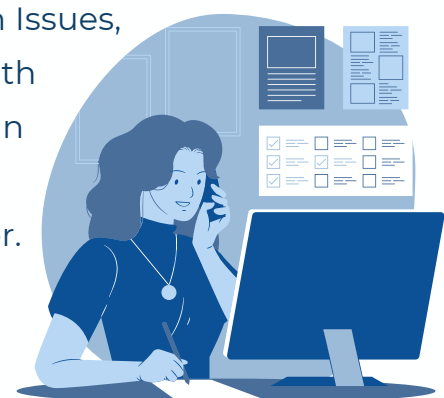
The Safety and Wellness Committee focuses on issues related to sexual violence, domestic violence, promoting positive mental health, environmental sustainability, combating addiction, upholding Title IX policy and other relevant topics. The power of student advocacy is integral to the satisfaction of students, especially because the SUNY system boasts an incredibly diverse student body across the 64 institutions. As a Student Assembly, we are committed to upholding our promise to amplify students' voices and prioritize student success. The Student Assembly is proposing 1) widespread accessibility of micro-credentials across the 64 SUNY institutions as well as 2) the additional practice life skills be integrated into SUNY's General Education Requirement (GER) curriculum and offered as a micro-credential course.

MICRO-CREDENTIALS

Currently, credit and non-credit bearing micro-credentials are offered by various SUNY Institutions in the following areas:

- Accounting, finance, and taxation
- Supply chain, project management, and business practices in the US
- Entrepreneurship, leadership, and marketing
- Non-profit, small business, and grant writing
- Computer science, data science, and analytics
- IT, cybersecurity, networking, cloud, and support
- Esports and gaming
- Renewable energy, green building, and clean technology

More specifically, some SUNY institutions such as Binghamton University offer classes in Nutrition, Stress management, Contemporary Health Issues, and the Science and Application of Exercise through their Health and Wellness minor. Stony Brook University also offers classes in Nutrition, Emergency Care of Athletic Injuries, and Dietary Supplement, through their HAL: Athletic Training minor.



Lifestyle Classes

However, credit-bearing courses focused on topics in home economics such as meal planning and related good health and well-being practices are not available to students. While there are no classes offered on financial literacy either, there are university specific programs. In 2017, Binghamton University opened the Visions Financial Wellness Center in the Fleishman Center to promote its financial literacy tools: self-guided, web-based modules about budgeting, credit cards, savings, etc. Similarly, Stony Brook University partnered with Inceptia's online financial education program to offer their own courses on managing student loans, helping students understand their personal relationship with money, etc. Stony Brook University's Office of Financial Aid and Scholarship Services offer financial workshops, which students can request by filling out a google form. The classes and programs that are available and accessible to SUNY students largely depend on the institution they attend. Not every SUNY student has access to these resources and those that do have very limited choices. Since there is a lack of variety in addition to the lack of availability and accessibility, offering more of these classes SUNY-wide is all the more important and necessary.

The Student Assembly is requesting that the SUNY Micro-Credentialing Task Force ensure that campuses that offer micro-credentials are accessible to students from all 64 institutions. In order to accomplish this goal, access must be granted to students through the SUNY website rather than the individual school. This will enable students to work through the micro-credentials on their own time and at their own pace. Additionally, students will have the option to select a credit-bearing or non-credit format. With the exception of micro-credentials that cannot be taught online, increasing the mode instruction to all online or hybrid will yield higher accessibility to students across the 64 institutions.



Lifestyle Classes

GEN-ED REQUIREMENT

While students are taught skills that will benefit them academically and professionally, many have not been taught practical life skills. Home economics, a subject that teaches basics in time management, cooking, and personal finance, has been phased out of most high school curriculums over the past decade. Students express difficulties in transitioning from high school to college without foundational knowledge of these life skills. As high school students transition to university life, they are adjusting to a new learning environment. They are faced with taking responsibility for their education and appropriately managing their time. A general education course that includes time management skills mitigate stress and anxiety. Time management is a skill students can utilize during college and beyond. Additionally, part of the college experience includes students' newfound independence and freedom away from home. Since many students are required to live on-campus their first semester, they may struggle to adjust to the new living situation. A general education course that covers cooking and meal preparation would be useful in acquiring life skills. By offering these courses and implementing them as a general education requirement, students may have a holistic college experience that prepares academically and practically.

The standard home economics class includes:

- kitchen organization
- basic cooking skills
- how to shop smart
- meal planning
- financial literacy
- house cleaning and decluttering
- basic sewing skills
- routine home maintenance
- first aid
- preparing for emergencies
- drawing up a family purpose statement, and more



Lifestyle Classes

The proposed General Education Requirement would be partially modeled off the aforementioned home economics course, combined with basic teachings in trade-based skills like plumbing, automotive repair, and carpentry. This varied approach will attempt to guide students through the lifestyle shift to college and adequately prepare students with applicable real-life skills.

SUNY SA is requesting that the Provost's Advisory Task Force on General Education 1) add home economics to the list of required SUNY GER Categories and 2) develop and implement a home economics course, also offered as a micro-credential, built upon the skills mentioned above. We are also seeking approval from the Faculty Advisory Council on Teaching and Technology (FACT2) and Board of Trustees in creating this GER course. Reported costs of the average home economics college educator for an academic year is \$8,896. The tentative budget for hiring the necessary staff would reflect this fee.



Operating the Student Assembly

Enrollment		Current Enrollment
Degree-Seeking Enrollment (DSE)		370,114
Revenue		Proposed Income
DSE*\$1*2		\$ 740,224.00
A fee assessed of \$1 each semester for each degree-seeking student		
Summary		Proposed Budget
SUNY SA Scholarships		\$ 50,000.00
SUNY SA Personnel		\$ 205,500.00
SUNY SA Operation		\$ 484,700.00
Total SUNY SA Budget		\$ 740,200.00
Total SUNY SA Revenue		\$ 740,224.00
		\$224 surplus
Scholarships		
Scholarship A	\$ 10,000.00	For the awarding of ten scholarships valued at \$1,000.00 each
Scholarship B	\$ 10,000.00	For the awarding of ten scholarships valued at \$1,000.00 each
Scholarship C	\$ 10,000.00	For the awarding of ten scholarships valued at \$1,000.00 each
Scholarship D	\$ 20,000.00	For the awarding of ten scholarships valued at \$2,000.00 each
Sub Total	\$ 50,000.00	
Personnel (Full time staff)		
Fiscal/Administrative	\$ 50,000.00	Duties may include obtaining student enrollment data from SUNY System Administration, maintaining listings of Student Government Association Presidents and other student leaders, maintaining documentation related to activities of the Executive Committee, maintaining official rosters for standing committees, ensuring attendance and other relevant information is adequately documented as needed, facilitation of the creation of an electronic repository and archive for resolutions, establishing meeting minute documentation requirements, updating various administrative forms, and other duties as assigned by the President of Student Assembly.
Communications	\$ 50,000.00	Duties may include the development and maintenance of management information and computer applications, supervision of the production, editing and distribution of various types of substantive materials for the dissemination to appropriate constituencies, providing liaison on behalf of the Student Assembly, preparing detailed written correspondence, establishing a formal notification process for meetings, gathering research and data, developing position descriptions and performance programs for employees and interns, ensuring meeting minutes are distributed as appropriate and other duties as assigned by the President of Student Assembly.
Programming	\$ 50,000.00	Duties may include preparing an annual calendar of events, serving as the primary point of contact for Student Assembly in administrative conference planning matters (virtual and in-person), general planning and coordination of annual student conferences, overseeing correspondence with external entities/organizations and campuses regarding administrative and fiscal matters, planning, scheduling, and assigning work to support staff or student interns, providing liaison between professional staff, supervising student interns, and other duties as assigned by the President of Student Assembly.
F/B Expense Full Time @ 37%	\$ 55,500.00	Fringe benefits expense
Sub Total	\$ 205,500.00	
Operational		
Executive Committee Meetings	\$ 30,000.00	For the costs associated with the meetings of the SUNY SA Executive Committee including food, space rental, and travel. The increase in allocation towards this line will enable SUNY SA to pay for meetings in their entirety, relieving the financial burden on campus student government associations.
Student Assembly Conferences	\$ 75,000.00	For the costs associated with the planning and execution of the SUNY SA bi-annual conferences. The increase in allocation towards this line will enable SUNY SA to cover the registration costs of one voting delegate per campus, increasing the representation of SUNY students and relieving the financial burden on campus student government associations.
Transitional Conference	\$ 5,000.00	For the costs associated with the planning and execution of the SUNY SA Transitional Conference, which brings outgoing and incoming Executive Committee leadership together to set priorities for the year, including but not limited to travel and lodging expenses.
Materials and Supplies	\$ 10,000.00	For the purchase of supplies including binders, folders, paper, printing of materials, and audio-visual technology.
Travel Budget - General	\$ 20,000.00	For the travel expenses incurred by the SUNY SA Executive Committee to attend conferences, coordinate campus visits, and meet with administrators/legislators.
Stipends	\$ 200,000.00	Stipends are awarded to members of the Executive Committee for their service during a SUNY SA term on a yearly basis and distributed on a monthly basis to the members.
SUNY SA Advocacy Training Conference	\$ 15,000.00	For the costs associated with the planning and facilitating of a SUNY SA Advocacy Training Conference. SUNY SA would use this allocation to cover registration, travel, and lodging costs for SUNY SA Campus Liaisons.
Black, Puerto Rican & Asian Legislative Caucus Conference	\$ 10,000.00	For the travel and registration costs incurred by SUNY SA for the Black, Puerto Rican & Asian Legislative Caucus. With this allocation, SUNY SA could facilitate an open application process for any SUNY student interested in attending.
Somos el Futuro Conference	\$ 10,000.00	For the travel and registration costs incurred by SUNY SA for the Somos el Futuro Conference. With this allocation, SUNY SA could facilitate an open application process for any SUNY student interested in attending.
Higher Education Action Day	\$ 10,000.00	For the costs associated with the planning and facilitating of Higher Education Action Day including but not limited to bus and rental expenses to bring SUNY students to the Capitol Building in Albany.
SGA Presidents' Summit	\$ 10,000.00	For the costs associated with the planning and facilitating of the SGA Presidents' Summit including but not limited to travel and lodging expenses for SGA Presidents.
Federal Advocacy	\$ 20,000.00	For the costs associated with the planning and facilitating of an annual trip to Washington DC for federal advocacy including but not limited to travel and lodging expenses.
Marketing	\$ 40,000.00	For the costs associated with increasing the profile and visibility of SUNY SA, both within and outside the State University of New York, including but not limited to social media advertisements and promotional materials.
Grant Programs	\$ 20,000.00	For the funding of grants aligned with the set priorities of SUNY SA. This allocation would enable SUNY SA to facilitate an open application process for four grants of \$5,000 to be awarded to student groups (or faculty/staff that are sponsored by student groups) to engage in efforts that align with the set priorities of SUNY SA which may or may not include areas such as Sustainability, Diversity, Equity & Inclusion, Campus Safety and Student Affairs.
Discretionary	\$ 9,700.00	
Sub Total	\$ 484,700.00	



Student Assembly of the State University of New York

A special thank you to the entire SUNY Student Assembly Policy Team for their tireless effort in researching and producing this document. Future generations of students will have a better college experience because of their leadership.

- Samil Levin, Director of Policy