

•COLLEGE SENATE MEETING•

Minutes

OCTOBER 10, 2014 • BUTLER-210 • 3:00 P.M.

<u>PRESENT</u>			<u>EXCUSED</u>	
Bajus	Hotchkiss	Richards	Adamo	
Boorady	Hunt	Rodriguez	Bayer	
Carson	Irion	Sands O'Connor	Ben-Merre (sabb)	
Chicola	Jones C.	Sarratori	Christy	
Conway-Turner	Lanning	Schmidt	Creech	
D'Angelo	LeVine	Shandomo	Grinnell	
Fish	Marcus-White	Shephard	Lysiak	
Fujiuchi	Marren	Stewart	Maldonado	
Furby	Mayrose	Sutherland	McGovern (sabb)	
Gellin	McCarthy	Vince-Garland	Nemard	
Goodman	McMillan	Warford	Sherman	
Gradwell	Mernitz	K.Williams	Smith(study abroad)	
Grant	Miller	T.Williams	Wall	
Grinnell	Paterson		White	
Hines	Payne		<table border="1"><tr><td><u>ABSENT</u></td></tr></table>	<u>ABSENT</u>
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	Potts		Declat	
			DeWind	
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•COLLEGE SENATE MEETING•

Official Minutes

October 10, 2014

CALL TO ORDER: *Senator Carson* called the meeting to order at 3:02 p.m.

Welcome to President Katherine Conway-Turner

Senator Carson: It is my great pleasure to welcome ***President Katherine (Kate) Conway-Turner*** to SUNY Buffalo State and to the Buffalo State College Senate. I am sure that many of you have already had the chance to meet her and to talk with her, and are familiar with her background and preparation for her position as the ninth president of SUNY Buffalo State.

President Conway-Turner received her B.A. in microbiology, and M.A., and her Ph.D. in psychology, all from the University of Kansas. She went on to teach at California State University, Long Beach; Santa Clara University, and the University of Delaware. Altogether, she has held the rank of professor of psychology at five universities. In the process, she has published two books, and over twenty articles or book chapters, and presented almost fifty professional papers. She has also served as Associate Dean of the College of Arts and Sciences at the University of Delaware, where she also Chaired the Department of Individual and Family Studies. She went on to become Dean of the College of Liberal Arts and Social Sciences at Georgia Southern University; Provost and Vice President of Academic Affairs at SUNY Geneseo, and, most recently, Provost and Vice President of Academic Affairs at Hood College in Frederick, Maryland.

In addition to all of this, ***President Conway-Turner*** regularly travels to Haiti to perform humanitarian work as a member of H.O.P.E., a Rochester based nonprofit, volunteer organization that helps the people of Haiti to achieve equitable, just, and sustainable living conditions.

Like me, and like so many of our students at SUNY Buffalo State, she is a first generation college student, and she understands firsthand the transformative power that a college education can have.

She is married to ***Dr. Alvin Turner***, who has an independent practice of psychotherapy, training, and forensic psychological services. They have three daughters.

I am so very pleased to introduce to the Buffalo State College Senate, ***President Kate Conway-Turner***.

Please take the time to greet her and to show just what a warm and welcoming place Buffalo State truly is.

ADOPTION OF THE AGENDA: *Senator Carson* presented the agenda, and asked for a motion to approve. *Senator Sands O'Connor* moved and *Senator Lysiak* seconded. The agenda was approved.

ADOPTION OF THE MINUTES: *Senator Carson* asked for a motion to approve the minutes of September 12th 2014. They were moved and seconded. The minutes of September 12, 2014 were approved.

YEAR OF THE INNOVATOR (YOTI)- presentation by School of the Professions Interim Dean, Rita Zientek

Dr. Zientek summarized what the ***YOTI*** is, and then presented innovating student, ***Julia Hardick***, a fashion textile and technology major, ***Julia*** started her own company designing handmade denim at the age of 15 and has since grown her own brand via the internet.

PRESIDENT'S REMARKS

President Conway-Turner: I have begun my meetings with departments and groups on campus and they will continue for several months. During these meetings, I wish to get to know members of our campus committee, but also hear from you the many things you do that are distinctive and that serve to advance our students' development. I have found in my conversations that faculty and staff, they are deeply dedicated and are ready to move ahead in ways that support the mission of the college. Each conversation I have, meeting held, and site I visit, I find affirmation that Buffalo State is poised to provide leadership within higher education and within our greater community. Some of you may have noticed that I am blogging and I'm tweeting. I encourage you to read my blog.

Update on recent SUNY presidents meetings (September 2014.)

- a. The new system Provost was introduced Alex Cartwright, coming from SUNY Buffalo and beginning mid-September. I was impressed with his deep knowledge of academic issues.
- b. The Chancellor engaged the campuses in a discussion of what was "systemness" to each campus. This primarily focused on the ways that campuses collaborate together, work on seamless transfer, and leverage our combined size.
- c. Update on Open SUNY: The chancellor and others discussed the ways online education is moving along at various paces within the system with a clear expectation that all campuses would be engaged in some level of online development.
- d. Update on Start-Up NY: Campuses that had plans approved discussed their plans and the businesses that would be connected to their campuses. It was clear from the discussion that some campuses had significant available space to house start-up companies, where others (like Buffalo State) had little space on campus. There was a discussion of affiliated space (near but off campus) that could allow campuses to provide affiliated space to start-up companies. It was clear that there are still many questions to be answered about how this will work in the long-term.
- e. Campuses met in sectors to discuss specifics on our campuses and to discuss how the continuation of rational tuition would advance our campuses.

After the SUNY meeting, I had several meetings with members of the Chancellor's staff to discuss specific issues related to Buffalo State.

In late summer, the cabinet engaged in discussions related to divisional goal setting. These divisional goals are tied to our overall strategic plans goals (developed last spring) and provide direction for each division for this year. These goals are being formatted for uniformity and will be shared with the campus community within the next few weeks.

I invite all of you to attend the inauguration activities that will begin on October 14th and conclude with my installation on October 21st.

President Conway-Turner also stated that she is accepting comments related to our Startup NY plan; and encourages members of the community to continue to forward any comments you have. The comment period is thirty days and the final day she would receive them is October 17th 2014.

With regards to the report on the Public Safety Management, we anticipate the final report very soon. I anticipate we will have the final report by October 22nd; I will provide a summary of the report to the Senate Agenda Committee during that meeting. Then an oral summary will be provided to the College Senate during the November 14th meeting. At that point, the report will be made available to all interested members of the college community in an electronic format.

Other updates/reports will now be provided by the Vice Presidents.

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Provost Ponton provided insight into a previous question focusing on, online vs face to face courses and completion rates.

When exploring this I found we have not been very systematic in collecting this information. Computing and technology services were asked to go back into our data system and take a look at summer, J-term, and the fall/spring courses. We will look at face to face and totally online courses. We will look at the original registrations and the instances where there have been drops and withdrawals. The preliminary information I have is very limited and was provided by Continuing Professional Studies. They looked at 3 summer sessions, 2012, 2013, and 2014. Student completion rates for online courses for these years were 86%, 85%, and 84%, rather consistent. We only have one set of data for the face to face courses and that indicated a completion rate of 89%. Any questions?

Vice President LeVine: Good afternoon, I am not sure how many people are aware of this assessment so I will give you a little background information.

In January of this year, the system decided to pull together a group of people to help them assess their budget and determine ways to fill a \$6M budget gap. They have a \$20M budget, \$14M of which is base state support and \$6M of which is recharges to various campuses. They were spending \$26M on a \$20M budget, leading to a \$6M budget deficit. So they pulled together a group led by the interim vice chancellor Bob Haelen; which consisted of SUNY campus business officers and community college business officers, as the intention was to assess community colleges as well. I was asked to participate in this group and did so. There were very productive conversations with a lot of transparency. We learned a lot about SUNY's budget, and so did SUNY. We spent about 4 months and then SUNY came in with a distribution model—distributing \$10M across all of the campuses. This kind of stopped the process because the business officers felt that they had made good progress and we had not discussed any assessment formulas but they came in with one for us to endorse. As far as the final budget, for SUNY, they rolled out a \$10M assessment to be implemented over 5 years and presented this to the SUNY board of trustees. The board approved the 1st year of it but wanted more work to be done on the methodology. If you looked at the impact on Buffalo State, it would be around \$217K over the course of 5 years, \$43.5K in the 1st year. They have implemented an additional assessment of \$43.5K and the board has requested additional time. I'm not sure if they will bring them campuses back or if they are going to do their own thing. This year we have \$43.5K in additional assessments on top of \$750K that we have already been charged. One of the objectives of this was not only to fill their deficit but also to develop a fund for the chancellor. Also, one of the selling points was that SUNY is going to roll all assessments into one. This is going to be the assessment, and then we will not see anything else on the campuses. Subsequent to this coming out, we have seen proposals for other assessments. We have also seen where SUNY used to provide funding and now they're reducing it so we have some real concerns. The State University Business Officers Association is very focused on this. We have been communicating directly with campus presidents because there is not anyone at SUNY for us to work with because they have interims in place.

Any questions on the assessment?

While I have the floor, I want to address a constituent question that came up last meeting related to handicapped parking. The question was related to the number of handicapped parking spaces on campus. I did not know the answer. **Dr. Clinton-Jones** informed us that we were in compliance with regulations but we did extra research. The U.S. Department of Justice defines the requirements and they are consistent with the Americans with disabilities act of 2010. When you calculate what we are supposed to have on campus, we are required to have 51 handicapped spaces and the campus has 96. We have well more than what is required. Also whenever we have construction being done we relocate handicapped spots and do not take

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them away. There are probably cases in certain areas where it may be difficult to find a handicapped spots due to the transient nature of the students and visitors, but as far as compliance we are in pretty good shape.

Vice President Payne- Updates on students living at Canisius College dorms, and The Tobacco Policy.

Vice President Payne: As you know this year our targets in the area of enrollment were set with the hope that we would be able to avoid any further cuts in our budget as we suffered last year, and, as you know, our staff was successful in generating an applicant pool that was 10% higher than a year ago. This has enabled the college to move forward with no further budget cuts.

Part of that achievement resulted from enrolling a larger freshman class than we have enrolled historically. That has led to at least one major consequence, and that is the large number of students in offsite housing. Some of that would have happened anyway because we took one of our residence halls off-line in order to refurbish Tower 1 and that is part of an ongoing process. The students at Canisius are a concern. We ended up with students enrolled in 4 residence halls at Canisius because we were unable to attract a hotel to accommodate us as they have in the past. Off-site housing is not new, but housing at another college is. So we have been working very hard to make sure that the students who are housed at Canisius feel a part of the Buffalo State family, which is not easy.

Our staff is working very hard to do programming at Canisius. Every month a large scale all-hall program is done in the Canisius halls and when we are not doing the all-hall program, they are doing Sunday-'fun days'. These are Sunday events which bring films, workshops, and Halloween activities to the halls on each Sunday. There has also been collaboration with other offices. The health center has been sponsoring wellness Wednesdays, and we do events that tend to bring all 4 halls together at least once each month. We started a program called micro-interactions which was intended to foster one on one conversations between RA's and residents. Those micro-interactions are ongoing at Canisius and intend to find out what students are experiencing. Particularly, to find out if the experience of living in these halls is causing the students to think about exiting Buffalo State at any point. So far we are getting good feedback from these interactions.

In addition, there is late night academic programming available to the students in the residence halls. Note taking, test-taking, and study skills strategies are the subject matter of these seminars. An effort is made to ensure that students housed at Canisius can participate if the seminar is held here on campus. Our busses run late enough so that students can travel back and forth. USG has taken an interest in this and we been working with them through an 'adopt a residence hall' program. There will be several events intended to serve as meet and greets for students housed at Canisius, one of these being a large scale barbeque.

Transportation between Canisius and campus is essential to these events. Monday through Friday we run shuttles from 7AM to 11:20PM, and we have late night shuttles which run when we have special events on campus. These busses average 82 people per day, per bus. The late night bus will service about 146 students per day. We are trying to keep the students connected through the shuttle program.

A second consequence of the high enrollment of freshmen was the high concern about the quality or profile of the freshman class. I would like to turn to a slide that will show that although there has been some change in profile, the differences are minor. First of all, we had the highest number of applications to Buffalo State in recent history, allowing us to maintain that profile.

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Academic year	2013	2014
Average H.S. GPA	84.9	84.2
All freshman		
Average SAT	934	895
All freshman		
Average H.S. GPA	81.7	76.5
Compass program		
Average SAT	804	764
Compass program		
Average H.S. GPA	81.1	81.8
EOP program		
Average SAT	840	842
EOP program		
Average GPA	85.7	85.5
Regular admits		
Average SAT	964	920
Regular admits		

When you consider that we enrolled a much larger freshman class in order to make up for retention gaps, I think the preliminary data shows that our student profile is holding up fairly well. The compass program, which we agreed to increase the number of students in (from 50 to 210), did see some significant change in quality. The GPA for these students went from 81.7 in 2013 to 76.5 in 2014. The SAT average for that group went from 804 in 2013 to 764 in 2014. However this is a group that we have demonstrated in the past consists of students who are a good fit for Buffalo State in terms of overall persistence.

Tobacco Policy update

We will be reminding the campus of this policy through the Daily and email. I did also place copies of that email in the back of the room. Members of the campus are reminded that the policy was adopted at the request of the senate in 2011. It is important to note that adherence to the policy is the responsibility of all Buffalo State students/faculty/staff/contractors/visitors. People are expected to comply voluntarily. The hope

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is that the community that came to adopt the policy will work hard to ensure that it is adhered to. In order to promote the policy, our health promotions team will provide 4 educational workshops during October and November, and they will be providing tobacco satiation products. We have also created signs reminded people to do their part. We will have an observance of the great American smoke-out during the week of November 17-23, during which time there will be a great deal of information on campus about the tobacco free policy.

Senator Fish: Did you see the public news broadcast about the students housed at Canisius?

Vice President Payne: I was interviewed for that. A student reported problems with the ceiling in her room. We did check with Canisius on that. They have responded to the concern. The student did note efforts by the Canisius staff to fix the problem. This student also had some issues with the current transportation system. One of the things we have done to try and monitor the transportation system is have our staff ride the shuttles in order to look for possible improvements. One thing they observed was that on some occasions the shuttles would arrive early, leaving students who showed up on time. We have communicated with the provider to instruct drivers to stay until normal departure time if they arrive early.

Senator Fish: The student also complained about mildew in the bathrooms.

Vice President Payne: We talked with Canisius; there is no mildew or mold. There was a problem with Canisius keeping up with the cleaning of bathrooms, and that issue has been addressed. There was also a water leak in one of the basements in the residence halls which is being addressed structurally. The leak is not in an area where students are housed or in a common area. This is a temporary housing situation. We started out with 192 students assigned to Canisius and that number is down to 130, so we are continually moving students back to campus.

Senator Schmidt: If you could clarify, the student profile said that one year includes honor students while the other year excludes them. So are we really comparing apples to apples?

Vice President Payne: Right, the difference is that we did not have SSSP students segregated in the 2013 data. So it is not apples to apples.

Senator Stewart: First of all, I would like to thank you and your staff for your handling of the housing situation. But my question is, is there protocol in place for getting those students back to campus? Is there a certain way of determining which students move back to campus? I had a student in my office today express her disappointment with living at Canisius and how it has negatively affected her buffalo state experience. So if a room on campus became available, let's say in STAC, how would you determine who would move in?

Vice President Payne: Now you mentioned STAC, well that's the easy one because of the element of cost. Students who are interested in moving to STAC are asked to identify themselves at the beginning of the year because we are not sold out in STAC and due to our housing agreements we have to be sold out there. So we were seeking students at Canisius who were willing to move to STAC. The other on campus housing spots is on a first come/ first serve basis. Students who have indicated that they are most in need of living on campus would be the first to be moved. A student living at Canisius who knows a student living on campus and know

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about an upcoming availability might have an edge there. For the most part it is random and we do try and accommodate students who are most at risk of leaving the college.

Senator Stewart to VP Payne: Would it be fair to develop a more structured system for moving students from Canisius to campus?

Vice President Payne: That is reasonable. I would be happy to charge Housing and Resident Life with looking into the equity of the current situation.

Senator Williams to VP Payne: You described the tower renovations as being a 10 year process. Is there an option to put the renovations on hold until we get another dorm on campus so that we are not dealing with this situation for the next 10 years?

Vice President Payne: The president has met with **VP Levine** and I, and has asked us to look into that option. There are financial elements to be considered but we are definitely looking into that.

President Conway-Turner asked for final questions and reminded the Senate of her weekly blog where she shares her thoughts with the campus.

CHAIRS REMARKS

On October 21, SUNY Buffalo State will celebrate the inauguration of **President Conway-Turner** as its ninth president, and it will be a celebration indeed. The Chancellor will be here. The Lieutenant Governor will be here. At least two SUNY Trustees will be here. Other college and university presidents will attend, and everybody will be in their Sunday best for what is essentially a week of activities and events, highlighted by the actually inauguration ceremony which takes place on eleven days from today.

But inauguration is a word with more than one meaning. It is ***the formal act of placing somebody in official position***, and that, of course is what we are doing and that is the reason why all the high profile company is coming. But inauguration also means ***the act of bringing something into service or putting it into operation***. At one level we are installing the president; at another, we are rededicating ourselves to the work that we are called to do. This inauguration will be bringing us into service and putting us into operation.

As I have said before, it seems as though we have been in a state of transition for a long time. All last year we talked about who we are and where we are going. Now is the time for us to work together to finalize our goals, to declare our dreams, and to put them into operation.

The inauguration is the occasion and opportunity once again for the College Senate to consider the role that we will play, as an act of service to the College, in the days and months to come. **President Conway-Turner** will continue to lay out her vision for Buffalo State, and we welcome that leadership and a positive direction that is available to us. But, as I stated in my remarks at the September meeting, we are to be leaders as well—we must continually bring ourselves into service as the leaders on this campus.

President Obama took a lot of heat when someone in his administration referred to the President's policy toward Libya as "leading from behind," but I sort of like the image. Leadership is leadership, no matter where it comes from, though, with the College Senate, I like to think of it as "Leading from the middle." We are called

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into service; we are called to be leaders of this campus. And the best service we can render is to help Buffalo State fulfill its mission to transform the lives of everyone it touches.

I look forward to working with **President Conway-Turner**, and I look forward to the day of the inauguration, and I look forward to life of service that follows.

COMMITTEE REPORTS

Senator Carson: The committees have received their charges and are meeting and working, but, since it is early in the year, there aren't too many things to report yet. We do, however, have a report from Student Welfare, chaired by Senator Ashley Lanning.

- **Student Welfare – Ashley Lanning**, Chair and **Jill D'Angelo**, Vice Chair
 - Committee Overview
 - *Roster presented in advance and approved by the Senate.*

UNFINISHED BUSINESS (formerly 'Old Business')

There was no Unfinished Business.

NEW BUSINESS

The fall plenary session of the University Faculty Senate will be held in Syracuse on October 23-25 and **Senators Goodman, Marren** and I will be attending that and reporting back to you. But in the meantime, **Senator Marren** attended the Faculty Senate Planning meeting in September and has a "preview of coming attractions" to share with us as a result of that meeting.

UFS report-Senator Joe Marren gave a brief report from the recent UFS planning meeting.

A.) Seamless transfer: The numbers of transfers from the community colleges are down across the system, and the numbers of transfers in general are down at many comprehensive colleges. If there are any issues with seamless transfer requirements then let us know and we will contact Fred Hildebrand at System, and Ken and Pete on the Senate. Is there any pushback as adjustments are made to possible waivers? Apparently many requests for waivers have been denied, which could lead to changes dealing with lower division courses in majors.

B.) A new initiative called SUNY Excel will be introduced. It is a performance management system whose goal is to provide metrics/goals to get new money from the system for campuses. But there is a potential danger in the plan because the chancellor wants the SUNY BOT to endorse the approach at its November meeting. The dangers lie in defining how "successes" will be defined and these need to be tightened up. For example, the spreadsheet right now lists successes as a "robust system and campus supports for student success; students are prepared for the most successful possible launch into further education, career and citizenship. Applied learning would be measured by internships, cooperative education and under/grad students engaged in hands-on research. Students supports would be defined by career advising, veteran supports, job placements, and graduate advising. Degree progression/additional credentialing by movement from associate degrees to bachelor degrees and then to grad degrees. Multi-cultural experiences would be measured by language studies, education abroad, and international student enrollment. Financial literacy by student indebtedness and the student default rate. Examples of initiatives would be involvement in SUNY Works, SUNY Smart Track,

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TAACCCT, state job linkage program, and SUNY entrepreneurs-in-residence. All of this is supposed to be decided on at the individual campus level. The chancellor's team will present more info at the fall plenary.

C.) Teach-NY: A state grant brought national experts and SUNY people together on campuses to basically rewrite the 2000 New Vision education template. The chancellor wants some things added to the policy and resolutions could go to the SUNY BOT by June 30, 2015. There will be more information at the fall plenary.

A related part of the initiative is to foster better communication among education faculty and arts-and-sciences faculty regarding Common Core and the need (?) to adjust how we train new teachers. This affects our sector (Comprehensive Colleges) the most, of course. So send us any info to pass along.

D.) Budget: Because the base budget for System Administration has not increased from the \$14 million of @20 or so years ago, the system has increasingly dipped into reserves and they could be gone in 18 months. The plan (endorsed by the Board of Trustees only for one year at this point) is to increase the assessments to campuses. We were told that this was not popular with campus presidents at a time when many campuses are really struggling to handle other costs and that could lead to...

E.) Possible tuition increases (or at least talk of them). The Board will soon be thinking seriously about whether to seek another round of tuition increases. Given the challenges in securing additional State funds, how would additional tuition increases play?

F.) Open SUNY:

1.) There is grant money for a report on PLAs. That group will make recommendations on implementation and its report could affect every campus.

2.) Competency-based learning will be handled through governance and tied to SLOs.

G.) LICH: Situation changes almost daily. But at least at this point things seem back on track for a resolution. Unfortunately, a full update on the LICH finances won't emerge until after the plenary; the Hospitals Committee of the Board is scheduled to meet Oct. 28th to talk about this and other issues.

H.) New provost: Alex Cartwright, formerly VP for Research at UB. Beth Bringsjord is there to help out as the #2 person for at least a year.

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Power of SUNY 2020 SUNY Excels DRAFT Performance System Worksheet				
Access	Completion	Success	Research	Economic, Social and Cultural Impact
Priority ...provide to the people of New York educational services of the highest quality, with the broadest possible access, fully representative of all segments of the population in a complete range of academic, professional and vocational postsecondary programs ...offered through a geographically distributed comprehensive system of diverse campuses which shall have differentiated and designated missions	Increase degree/award production, non-degree completion and services that support student completion; enable those we serve to achieve their goals	Robust system and campus supports for student success; students are prepared for the most successful possible launch into further education, career and citizenship	Increase external investment in SUNY research. Continue to increase the level of confidence external entities have in SUNY - System - Institutions - Faculty - Programs	SUNY's economic, societal, and cultural impact on New York State, and beyond; Share the expertise of the state university with the business, agricultural, governmental, labor and nonprofit sectors of the state ...for the purpose of enhancing the well-being of the people of the state of New York. (and) the health of local economies and quality of life; translating innovation into new ideas, products, devices, services and businesses to benefit communities and society
Enrollment Diversity Capacity Affordability	Completion Persistence Transfer	Applied learning Student supports Financial literacy	External investment in research Philanthropic support Thought leaders	Start-Up New York Scholarship, Discovery and Innovation Commercialization Workforce development Community service
Measures Full Enrollment Picture (Undergraduate/graduate, full-time/part-time, remedial, credit, workforce training, international, early college high school, certificates, single course credit/non-credit, industry partnerships contract courses/programs, concurrent HS enrollment) Diversity (ethnicity/race, p.e.l., gender, geo. age, etc.) Market Share (state, regional, local) Capacity – programs and courses (high need/high demand, geographic distribution, sector distribution, STEM, clinical availability) Affordability (Tuition rates, fees)	Completions – undergraduate, graduate, professional # Degrees awarded # Certificates awarded # STEM degrees # Course completions # Non-credit courses and program completions Graduation Rates (Fulltime/parttime, first-time/transfer, undergrad/grad/professional) Retention Rates (Fulltime/parttime, first-time/transfer, undergrad/grad/professional) Transfer Rates Time to degree – undergrad and graduate (measured in years, credits)	Applied Learning - Internships - Cooperative education - Undergraduate/graduate students engaged in hands-on research Student Supports (career advising, veteran supports, job placement, graduate advising) Degree Progression / Additional Credentialing (Assoc-> Bacc; Undergrad-> Grad, minors) Multi-cultural Experiences (language studies, education abroad, international student enrollment) Financial literacy (student indebtedness, student default rate) Employment and Earnings	External investment in SUNY's research - Sponsored program activity - Research expenditures - Industry-sponsored research - Grants in high priority areas - Investment in faculty hires - Number of proposals submitted - Sponsored Graduate Research Fellowships SUNY Philanthropic support (investments, alumni giving rate, # of new donors annually, amount of major gifts) Invited, appointed or called to serve as thought leaders (board member, academy member, national panels, keynote, national and international recognition)	Start-Up New York (applications approved, business started, jobs created) Scholarship, Discovery and Innovation (publications and citations) Commercialization (patents, licenses, invention disclosures, start-ups) Workforce Development (number of MOUs with businesses, number of participants) Community Service/outreach (volunteer hours) Cultural Impact (events, performances, exhibitions)
Examples of Initiatives Strategic Enrollment Management Graduate Supports/Fellowships P-TECH / ECHS EDU/Graduate opportunity EOC / ATTAIN Open SUNY / Path to 100,000 Access to Success (A2S) Cradle to Career Alliances Graduate Diversity Program	SAM and A2S (closing the gap on completion) Guarantee programs (4 in 4, 2 in 2) DegreeWorks Open SUNY / Open SUNY Center for Online Teaching Excellence (COTE) TeachNY / 5-TEN Early College High Schools Remedial reform / GAP STEM Initiatives	SUNY Works SUNY Smart Track TAACCT NYS Job Linkage Program / DOL MOU COIL SUNY Entrepreneurs-In-Residence (EIR)	SUNY Networks of Excellence SUNY Alumni Network SUNY Distinguished Academy System-wide fund raising support/resources	Start-Up New York EOC / ATTAIN Small Business Development Centers SUNY Services Minority and Women Businesses (MWB)

(Dwr)
1 of 2
8/7/2014: DRAFT

THE MISSION OF THE STATE UNIVERSITY OF NEW YORK (New York State Education Law, Article 8, Section 351)

“The mission of the state university system shall be to provide to the people of New York educational services of the highest quality, with the broadest possible access, fully representative of all segments of the population in a complete range of academic, professional and vocational postsecondary programs including such additional activities in pursuit of the objectives as are necessary or customary. These services and activities shall be offered through a geographically distributed comprehensive system of diverse campuses which shall have differentiated and designated missions designed to provide a comprehensive program of higher education, to meet the needs of both traditional and non-traditional students and to address local, regional and state need and goals. In fulfilling this mission, the state university shall exercise care to develop and maintain a balance of its human and physical resources that:

- recognizes the fundamental role of its responsibilities in undergraduate education and provides a full range of graduate and professional education that reflects the opportunity for individual choice and the needs of society;
- establishes tuition which most effectively promotes the university’s access goals;
- encourages and facilitates basic and applied research for the purpose of the creation and dissemination of knowledge vital for continued human, scientific, technological and economic advancement;
- strengthens its educational and research programs in the health sciences through the provision of high quality general comprehensive and specialty health care, broadly accessible at reasonable cost, in its hospitals, clinics and related programs and through networks and joint and cooperative relationships with other health care providers and institutions, including those on a regional basis;
- shares the expertise of the state university with the business, agricultural, governmental, labor and nonprofit sectors of the state through a program of public service for the purpose of enhancing the well-being of the people of the state of New York and in protecting our environmental and marine resources;

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e-1. encourage, support and participate through facility planning and projects, personnel policies and programs with local governments, school districts, businesses and civic sectors of host communities regarding the health of local economies and quality of life;

f. promotes appropriate program articulation between its state-operated institutions and its community colleges as well as encourages regional networks and cooperative relationships with other educational and cultural institutions for the purpose of better fulfilling its mission of education, research and service.”

Senator Carson question for Senator Marren: Do you know the time frame for SUNY refresh?

Senator Marren: No, the Chancellor is going to introduce this to us in October in Syracuse. The board is going to get the chancellor’s version of it in November and I do not know the timeframe for the individual campuses to give our thoughts on it. We will know better in November.

President Conway-Turner: I put out a call today to get some specifics on this, and I did not receive any information back on this.

Senator Schmidt: The SUNY excel concept metrics to get new money; is there a concern that it might be going back to transfer of funds among institutions?

Senator Marren: They did not talk about that. **Senator Marren** refers to **VP LeVine** for further comment.

Vice President LeVine: This is helpful politically. They are talking about the use of this performance fund for new money.

CONSTITUENT QUESTIONS (CQ’s)

Senator Carson: I received one constituent question in advance: With the decoupling of the positions of Associate Vice President, and Director of Butler Library, is the net effect the creation of one more administrative position?

President Conway-Turner: I will have **Interim CIO, Brad Fuster** respond at the November 14th Senate meeting.

Senator Stewart: When all of the SUNY presidents get together do they discuss issues like for example the shortage of full time faculty members. Do they talk about those kinds of issues and how they can be addressed by SUNY central? With increase in enrollment do any of the new tuition monies translate into full time faculty?

My second question/comment:

- When **Vice President Payne** gave his statistics about the incoming class and the SAT scores; in 2013 it was 934, for this year it was 895? Is this correct? What about the 40 point difference? How can we address this and will students

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President Conway-Turner first responds: I have only attended one presidential meeting, and this issue was not an agenda item. We found the Senator's and one on one meetings very helpful. We talk about these issues amongst other presidents. There are nuances, similar campuses and concerns.

A lot of documentation across many institutions that the best predictor of success is their high school GPA and not the SAT score. This certainly is a very sound and replicative figure that we know across institutions.

Vice President Payne: Under our policy; (Standards for Students Committee, will be looking at the policy (1992 was the last time it was reviewed). The admissions decision making process does not look at the SAT scores for all students because, under our policy if you are either at a 85 grade point average, or top 25 in your class, our policy would have you admitted without reference to the SAT scores.

For several years under our memorandum of SUNY we were making more use of the SAT scores.

We do require that students submit standardized test scores. High school rank/grade point average is better the victor of success in the first couple of years of college than the standardized test score. SAT's are good for identifying differences in high schools, and so SATs give an advantage to students who come from better high schools. Our goal is to improve student profile, part of the commitment we made in the Strategic Plan. As we move forward, how do we achieve our headcount goals so critical to the budget, and at the same time improve our profile. While the demographics we are faced with here in WNY, there are fewer students in the pipeline.

Provost Ponton did at the last Senate meeting talk in detail about the programs in place to help with student retention.

Provost Ponton: Discussion last year with the Senate on SAT option: We concluded it is the high school average we want to pay attention too. Look at the retention and the rates on institutional websites, etc. you will see the correlations. For the past ten years the first year class retention has moved back and forth between 74 and 77%. We haven't done a lot to move that provide support and help to retain those students. We need to take a comprehensive look at what we are doing assess if it effective or not, and think about some new things to do with the first year class and take a broader look at the sophomore class and returning class. Also we lose students after that first year.

Adjournment: 4:30 p.m.