0:0:0.0 --> 0:0:8.820
Greg Gardner
So hello everyone and welcome to the first Q&A session of the season.

0:0:10.260 --> 0:0:10.670
Greg Gardner
So we're.

0:0:11.950 --> 0:0:12.860
Greg Gardner
Transcribing.

0:0:16.670 --> 0:0:18.210
Greg Gardner
Do we also record?

0:0:18.220 --> 0:0:20.680
Greg Gardner
I think we do on these situations, so.

0:0:22.500 --> 0:0:23.960
Jessica R Pearson
Yes, it's recording and transcribing.

0:0:24.670 --> 0:0:25.180
Greg Gardner
Perfect.

0:0:25.190 --> 0:0:27.380
Greg Gardner
Alright, thank you, you know.

0:0:34.720 --> 0:0:37.40
Greg Gardner
We've got essentially an hour.

0:0:37.390 --> 0:0:42.230
Greg Gardner
Umm, but we've got a set of questions.

0:0:42.900 --> 0:0:45.370
Greg Gardner
I took the questions that people sent to me.

0:0:45.720 --> 0:0:51.450
Greg Gardner
In some cases I I've aggregated lots of versions of the same question.

0:0:51.930 --> 0:0:55.550
Greg Gardner
There were several questions that that were asked in great numbers.

0:0:55.890 --> 0:0:57.950
Greg Gardner
Others are just independent.

0:0:57.960 --> 0:1:7.190
Greg Gardner
The first three questions that I'll present to the administration are aggregates of multiple versions that I received.

0:1:9.270 --> 0:1:14.200
Greg Gardner
And Doctor Smith, I will.

0:1:14.300 --> 0:1:20.870
Greg Gardner
I'll leave it up to you whether you want to answer something or if there's someone else that you would like to take a shot at it.

0:1:21.710 --> 0:1:23.680
Suzanne R Smith
Sure. Thanks.

0:1:21.50 --> 0:1:31.460
Greg Gardner
Umm, so we will just proceed with this I if there's time at the end of our hour to take some questions from the floor, we'll do that.

0:1:31.590 --> 0:1:35.560
Greg Gardner
But I would like to get through the 1st 12 that that we've got now.

0:1:35.930 --> 0:1:37.170
Greg Gardner
I'll note to everyone.

0:1:39.20 --> 0:1:45.10
Greg Gardner
As of today, Doctor Smith sent us a set of of data.

0:1:45.770 --> 0:1:55.180
Greg Gardner
Umm that in some cases I think is, if not the complete answer to some of the questions, does address sort of the the meat of those questions.

0:1:55.390 --> 0:2:0.110
Greg Gardner
I'll still ask them, but hopefully everybody's had a chance to look at that.

0:2:1.30 --> 0:2:2.750
Greg Gardner
Uh, so here's.

0:2:5.140 --> 0:2:5.640
Greg Gardner
OK.

0:2:8.720 --> 0:2:11.650
Greg Gardner
So let me figure out how to share.

0:2:12.160 --> 0:2:16.190
Greg Gardner
I'll have the questions on each slide so that people can see it.

0:2:17.960 --> 0:2:20.750
Greg Gardner
Uh, and that doesn't help me there.

0:2:20.760 --> 0:2:21.580
Greg Gardner
Share got it.

0:2:41.120 --> 0:2:43.410
Greg Gardner
OK, I'm pushing the share button.

0:2:45.470 --> 0:2:46.660
Greg Gardner
It's not sharing anything.

0:3:3.470 --> 0:3:5.930
Jessica R Pearson
They give them the same questions you sent me this morning.

0:3:5.940 --> 0:3:6.940
Jessica R Pearson
I can share it on my phone.

0:3:7.480 --> 0:3:7.940
Greg Gardner
OK.

0:3:7.950 --> 0:3:9.280
Greg Gardner
Or I can just email you this.

0:3:14.120 --> 0:3:14.300
Jessica R Pearson
OK.

0:3:16.220 --> 0:3:16.400
Jessica R Pearson
OK.

0:3:10.560 --> 0:3:17.550
Greg Gardner
I mean email you the slide and the slides and then we'll get started on the first one doing that.

0:3:17.680 --> 0:3:19.520
Greg Gardner
So the first question is really simple.

0:3:21.830 --> 0:3:28.400
Greg Gardner
How will the proposed discontinuance of 14 programs cover the $9 million deficit?

0:3:31.20 --> 0:3:31.190
Suzanne R Smith
Sure.

0:3:32.140 --> 0:3:36.0
Suzanne R Smith
And the answer is somewhat similar to what I've been doing all the long.

0:3:36.10 --> 0:3:39.660
Suzanne R Smith
It's just a piece of the process.

0:3:39.670 --> 0:3:41.910
Suzanne R Smith
We're covering the $19.00 deficit.

0:3:42.220 --> 0:3:50.560
Suzanne R Smith
The email that you received today, item number 2, didn't give our general categories for umm, other covering plans.

0:3:50.630 --> 0:3:54.520
Suzanne R Smith
Of how we're going to and add up to $9 million.

0:3:55.110 --> 0:3:57.770
Suzanne R Smith
We've already done things like the clerical hub.

0:3:57.780 --> 0:4:5.120
Suzanne R Smith
We've already done the assessment of athletics, looking at the cost per student, per for sports.

0:4:5.900 --> 0:4:13.520
Suzanne R Smith
Umm, the academic realignment will be part of that reductions in force and indicated.

0:4:14.840 --> 0:4:18.510
Suzanne R Smith
And again, the all of this moment on what happened.

0:4:19.650 --> 0:4:26.850
Suzanne R Smith
Yeah, they'll be SP and, but we should have information that this question asked and and the one that was not today.

0:4:35.40 --> 0:4:35.460
Greg Gardner
OK.

0:4:37.310 --> 0:4:41.550
Greg Gardner
The second question was how were the targeted programs chosen?

0:4:46.820 --> 0:4:47.380
Alan L. Hersker
We did.

0:4:47.430 --> 0:4:48.450
Alan L. Hersker
Should I take that?

0:4:48.710 --> 0:4:49.360
Suzanne R Smith
And be great.

0:4:49.450 --> 0:4:49.970
Suzanne R Smith
Yeah. Thanks.

0:4:48.620 --> 0:4:51.370
Alan L. Hersker
Suzanne, Jim, can you?

0:4:54.280 --> 0:5:2.910
Alan L. Hersker
So the list of metrics that we use, we've talked about those before, just to recap pretty quickly and I'm gonna, you know, take a look at the list.

0:5:3.500 --> 0:5:6.910
Alan L. Hersker
We looked at one in five year enrollment trends.

0:5:7.500 --> 0:5:12.40
Alan L. Hersker
We looked at umm uh, current enrollment.

0:5:12.90 --> 0:5:16.700
Alan L. Hersker
Uh, we looked at first time full time and transfer yields.

0:5:17.430 --> 0:5:20.550
Alan L. Hersker
We looked at student FTE credits generated.

0:5:20.560 --> 0:5:24.470
Alan L. Hersker
We looked at faculty, FTE, student, faculty ratios.

0:5:25.30 --> 0:5:26.690
Alan L. Hersker
We also considered.

0:5:29.680 --> 0:5:38.390
Alan L. Hersker
Undergraduate or I'm I'm sorry, underrepresented minorities in majors and student faculty ratio changes over time.

0:5:38.950 --> 0:5:42.700
Alan L. Hersker
Uh, you know, we've said this again a couple times too.

0:5:42.890 --> 0:5:46.100
Alan L. Hersker
There was no metric, there was no rubric that we used.

0:5:46.510 --> 0:5:53.180
Alan L. Hersker
I think the data that we were looking at were desperate enough that it was difficult, if not impossible, to come up with something.

0:5:53.190 --> 0:5:56.320
Alan L. Hersker
An algorithm that would rank programs and we didn't want to do that.

0:5:56.810 --> 0:6:2.980
Alan L. Hersker
I note too that some of this was was also very qualitative.

0:6:3.910 --> 0:6:15.360
Alan L. Hersker
You know, I I think the example that I've used was, you know, one of the programs that we discontinued last summer had a really significant five year enrollment drop.

0:6:16.0 --> 0:6:49.220
Alan L. Hersker
It still had more than 25 majors, but at the time we would have had a higher two to three faculty members to fully staff that program and and and you know, the cost benefit analysis that we had to do there was, you know, is a program that's declining and enrollment that is declining and enrollment across Sunni and that is a program that is available in just about every other comprehensive, is that worth the investment of this college and and the answer to that was was no umm.

0:6:51.680 --> 0:6:56.440
Alan L. Hersker
So you know, it's not just about the current state of a program.

0:6:56.490 --> 0:7:9.0
Alan L. Hersker
You know, one of the considerations was also the investment needed to make it, uh, uh what it needed to be with the curriculum that was was being offered.

0:7:9.790 --> 0:7:12.910
Alan L. Hersker
Umm, I'd also know too.

0:7:13.180 --> 0:7:22.710
Alan L. Hersker
You know that the Deans and I, you know, I think the question is, you know, is there another round of cuts coming when or or recommended discontinuation, discontinued cuts.

0:7:23.160 --> 0:7:29.570
Alan L. Hersker
Uh, you know, the Deans and I are continuing to evaluate programs to assess viability.

0:7:29.730 --> 0:7:33.740
Alan L. Hersker
Uh, this is gonna be done annually as we did it this past summer.

0:7:33.750 --> 0:7:43.920
Alan L. Hersker
You know the chair is on this call will know that we had those those meetings and asking, we're asking departments to set goals to increase revenue and to decrease expenses.

0:7:44.390 --> 0:7:53.290
Alan L. Hersker
Umm, we're going to continue those on going evaluations I expect in the future there may be additional program discontinuations.

0:7:53.420 --> 0:7:56.100
Alan L. Hersker
But again, for right now, we don't have a B list, right?

0:7:56.110 --> 0:7:59.680
Alan L. Hersker
The programs that we've proposed are the programs that are on the table for right now.

0:8:0.450 --> 0:8:1.760
Alan L. Hersker
Umm, I think I.

0:8:1.770 --> 0:8:10.640
Alan L. Hersker
I'd also know here if if I may, uh, I think we want to be clear, that there's going to be additional cuts beyond program discontinuations.

0:8:11.570 --> 0:8:12.260
Alan L. Hersker
You know I'm.

0:8:12.270 --> 0:8:19.140
Alan L. Hersker
I'm working with the Deans to look at course demand to look at curricula, to look at departmental and program need.

0:8:19.810 --> 0:8:22.920
Alan L. Hersker
We're going to be non renewing contracts for some faculty.

0:8:23.890 --> 0:8:26.500
Alan L. Hersker
We're going to be reducing the number of low enrolled courses.

0:8:26.510 --> 0:8:30.320
Alan L. Hersker
We're going to be increasing our student faculty ratio in all the schools.

0:8:31.50 --> 0:8:42.320
Alan L. Hersker
Again, you know I can't tell you the numbers for these because a lot of that's going to depend on the, the, the VSP's and and retirements in the next year or two.

0:8:56.630 --> 0:8:57.730
Greg Gardner
Alright, I have not muted.

0:8:58.600 --> 0:8:59.440
Greg Gardner
All right? Umm.

0:9:10.190 --> 0:9:11.190
Jessica R Pearson
You are muted, Greg.

0:9:10.80 --> 0:9:11.380
Alan L. Hersker
I think you're you're, you're.

0:9:31.220 --> 0:9:32.10
Suzanne R Smith
I think that's it.

0:9:32.20 --> 0:9:33.490
Suzanne R Smith
Was like it was going to say, you know.

0:9:33.990 --> 0:9:34.350
Greg Gardner
All right.

0:9:37.630 --> 0:9:38.210
Greg Gardner
Yeah. OK.

0:9:40.570 --> 0:9:46.40
Greg Gardner
While we're waiting on that question, #3 is actually a whole set of questions.

0:9:46.750 --> 0:9:49.540
Greg Gardner
What plans do you have to recruit? More students?

0:9:49.550 --> 0:9:52.40
Greg Gardner
Seek more financial support from Sunni.

0:9:52.450 --> 0:10:3.20
Greg Gardner
Is there an enrollment stabilization, growth plan, multi year planning timing on budget reductions, future plans for additional revenue, five year enrollment projections?

0:10:3.270 --> 0:10:9.190
Greg Gardner
So what I'm going to ask with all of that, the consistent part of all of those questions is about plans for the future.

0:10:12.340 --> 0:10:12.510
Suzanne R Smith
So.

0:10:17.640 --> 0:10:17.770
Suzanne R Smith
Yeah.

0:10:21.170 --> 0:10:21.370
Suzanne R Smith
Sure.

0:10:10.760 --> 0:10:22.810
Greg Gardner
So I'm gonna ask President Smith, if you and your team can talk about I'm any specifics, any planning, what what we can expect for the next few years.

0:10:23.440 --> 0:10:24.340
Suzanne R Smith
Yeah, absolutely.

0:10:24.970 --> 0:10:27.420
Suzanne R Smith
So certainly I I can show you.

0:10:27.430 --> 0:10:47.710
Suzanne R Smith
I'm always working with a Sydney central to talk about and funding and plans for the future for and and transfer listening with our needs are on our campus, no, not just for staffing, but for technology, for infrastructure, for it's that's etcetera.

0:10:47.720 --> 0:11:0.960
Suzanne R Smith
So these are ongoing conversations that you have in the regular part of my interactions with stealing and we will assess what's happening having a new CFO on campus, actually he's gonna be great for us.

0:11:0.970 --> 0:11:32.940
Suzanne R Smith
That's gonna help us have someone who's job it is, is to stay on top of the budget and it's gonna take him a few weeks, if you can imagine to get used to how things are done in the SUNY system and to to dive into the budget, to take a deep dive into how we got here and what we can do to keep from the to to he thinks that we have in our plan and uh and make sure that we're staying on track and that we're able that we're beating yearly targets to give us to where we need to be in the in five years.

0:11:33.250 --> 0:11:37.40
Suzanne R Smith
So those are all kinds of the ongoing tests that will be doing.

0:11:39.280 --> 0:11:40.870
Suzanne R Smith
This is the iterative plan.

0:11:40.920 --> 0:11:49.530
Suzanne R Smith
As we said many times that we will be constantly assessing what's happening, we do have a strategic enrollment management plan as well.

0:11:49.540 --> 0:11:55.80
Suzanne R Smith
And I've asked Terry if you'll take just a second to talk to you about what we're doing with regards to turning on.

0:11:56.530 --> 0:11:56.780
Suzanne R Smith
Right.

0:11:57.530 --> 0:11:58.70
Terry O. Francis, Jr.
Sure.

0:11:58.80 --> 0:11:58.640
Terry O. Francis, Jr.
Thanks.

0:11:58.700 --> 0:12:3.640
Terry O. Francis, Jr.
Uh, I took three parts of this that were that mentioned enrollment and so forth.

0:12:3.650 --> 0:12:5.440
Terry O. Francis, Jr.
So I'll address those quickly.

0:12:5.650 --> 0:12:8.20
Terry O. Francis, Jr.
The first part is the very first question.

0:12:8.30 --> 0:12:16.220
Terry O. Francis, Jr.
What plans do you have to recruit more students and hopefully this doesn't bother the person that asked that question, but I'm going to rephrase it a little bit.

0:12:16.450 --> 0:12:19.720
Terry O. Francis, Jr.
What plans do we all have to recruit and enroll more students?

0:12:19.730 --> 0:12:21.350
Terry O. Francis, Jr.
And here's why I'm rephrasing it.

0:12:21.850 --> 0:12:32.700
Terry O. Francis, Jr.
OHM, we do admissions size of 2023-2024 strategic enrollment action plan that was submitted to Sunni in August as 15 focus areas.

0:12:33.90 --> 0:12:39.500
Terry O. Francis, Jr.
Jess, if you're the person I, I can share that with you and you can put it in the meeting materials if you want.

0:12:39.670 --> 0:12:40.260
Terry O. Francis, Jr.
I have share.

0:12:40.270 --> 0:12:41.180
Terry O. Francis, Jr.
It's not a secret.

0:12:41.190 --> 0:12:44.220
Terry O. Francis, Jr.
I've shared it with others on campus and so forth.

0:12:44.290 --> 0:12:50.280
Terry O. Francis, Jr.
It's condensed and the four pages, but each of the areas, and it has responsibility.

0:12:50.650 --> 0:12:51.840
Terry O. Francis, Jr.
Whose responsibility?

0:12:51.850 --> 0:12:56.530
Terry O. Francis, Jr.
It is completion dates and so forth and that's the type of stuff we operate off each year.

0:12:56.640 --> 0:12:57.890
Terry O. Francis, Jr.
So I'll put that out there.

0:12:57.900 --> 0:13:0.730
Terry O. Francis, Jr.
So you can look it over and I'd be happy to address any questions.

0:13:1.280 --> 0:13:9.270
Terry O. Francis, Jr.
But also each area should have a recruitment and you plan admissions will provide support whenever and wherever possible.

0:13:9.280 --> 0:13:12.350
Terry O. Francis, Jr.
And I'm also I'm happy and people from our team are helping.

0:13:12.500 --> 0:13:16.470
Terry O. Francis, Jr.
Happy to help you build your plan for academic departments and so forth.

0:13:16.480 --> 0:13:24.940
Terry O. Francis, Jr.
If you don't have that, but honestly you, you should have that and I'd like to reference the crane model here, even through the COVID years.

0:13:25.790 --> 0:13:31.320
Terry O. Francis, Jr.
You know, Crane is crane and there's a lot of great things that go along with that, just like there is about the rest of the entire college.

0:13:31.690 --> 0:13:48.340
Terry O. Francis, Jr.
But they have a good school wide recruitment and yields and and yield strategies in place that they follow very closely and we work hand in hand with them, but they they really get to know the incoming students throughout the enrollment process and so forth.

0:13:48.350 --> 0:13:55.830
Terry O. Francis, Jr.
And I know there are others on campus that do that, but that's really a model and needs to be spread more widely across campus in my opinion.

0:13:56.390 --> 0:13:59.110
Terry O. Francis, Jr.
And then and then yield is super important.

0:13:59.120 --> 0:14:5.650
Terry O. Francis, Jr.
You can talk about recruitment and you can talk about free apps last year and what bump that might have been, false or not.

0:14:5.980 --> 0:14:8.70
Terry O. Francis, Jr.
The applications are there, the admits are there.

0:14:8.80 --> 0:14:16.190
Terry O. Francis, Jr.
I've said that before we need to work together collectively to figure out how we can entice those students to to to choose us.

0:14:16.960 --> 0:14:22.40
Terry O. Francis, Jr.
The second part, Umm, is there an enrollment stabilization growth plan?

0:14:22.50 --> 0:14:23.700
Terry O. Francis, Jr.
So branching off of what?

0:14:23.710 --> 0:14:25.220
Terry O. Francis, Jr.
Doctor Smith said.

0:14:25.670 --> 0:14:38.580
Terry O. Francis, Jr.
I mean, I think with strategic planning really kicking off, it'd be a, a, a true comprehensive multi year strategic enrollment management plan needs to come out via result of that strategic planning.

0:14:39.130 --> 0:14:51.800
Terry O. Francis, Jr.
Admission should not be out on an island to come up with a 5 year plan for the entire college without knowing what resources could potentially be available and how we're all going to work together to make things happen.

0:14:51.810 --> 0:15:0.10
Terry O. Francis, Jr.
So I think you know that I'm looking forward to being part of that group that strategic planning group and the work that we're going to do there.

0:15:0.100 --> 0:15:7.470
Terry O. Francis, Jr.
And then real quickly, the third thing I'm sure we've been working off of five year enrollment projections where a couple of years into that.

0:15:10.650 --> 0:15:16.620
Terry O. Francis, Jr.
2500 doesn't sound like a lot of students based on where we were at one point and so forth. We had.

0:15:16.630 --> 0:15:26.270
Terry O. Francis, Jr.
We'll see what census and for you know what the numbers look like when we see as of census date and so forth that's being finalized, but the projections didn't show it.

0:15:26.280 --> 0:15:39.750
Terry O. Francis, Jr.
It hit 2500 total students this year was actually not until next year, and that's that's largely due to the innovative changes on the graduate side of the house and and that really bumped those numbers up.

0:15:39.760 --> 0:15:41.950
Terry O. Francis, Jr.
So I think there's some good things to learn from there.

0:15:42.520 --> 0:15:48.10
Terry O. Francis, Jr.
I think you know a stable base of 2500 students looking up to 3000 students.

0:15:48.20 --> 0:15:53.170
Terry O. Francis, Jr.
Doctor Smith has said that a lot the chancellor seemed on board with that and so forth.

0:15:53.180 --> 0:15:57.850
Terry O. Francis, Jr.
So in the next few years, you know that would be the more the most immediate goal.

0:15:58.360 --> 0:16:6.180
Terry O. Francis, Jr.
But again, it comes back to all of us and I'm not trying to shirk response to the responsibility of our area at all for anyone that knows knows me.

0:16:6.190 --> 0:16:13.690
Terry O. Francis, Jr.
I think you know that, but we do all need to work together to figure out how we finish it and get those get more students here for each of your areas.

0:16:16.960 --> 0:16:17.710
Suzanne R Smith
Thanks Siri.

0:16:26.840 --> 0:16:27.80
Greg Gardner
Right.

0:16:17.720 --> 0:16:30.310
Suzanne R Smith
I would just add a few things and first of all, this is a wrote a reminder our to that mere with what he was saying, our recruiters recruit from our campus for our college.

0:16:30.640 --> 0:16:37.910
Suzanne R Smith
So when they partner with other departments or other programs, they're the ones that are the discipline experts.

0:16:37.920 --> 0:17:2.290
Suzanne R Smith
And so they're the ones that do that for the they're thinking that, but the admissions team is always happy to help you with anything related to how they get admitted to the college, what they can do to be supportive and are always happy to, to partner with me on that, on that piece of that piece of the puzzle and the the other part of the question was, do you have any future plans for additional revenues from other sources?

0:17:2.300 --> 0:17:6.170
Suzanne R Smith
And so I guess that would just add a few quick things out there.

0:17:6.260 --> 0:17:8.280
Suzanne R Smith
We are looking at better.

0:17:9.710 --> 0:17:12.620
Suzanne R Smith
You was action of third party revenue on our campus.

0:17:12.630 --> 0:17:22.210
Suzanne R Smith
So we have a lot of great facilities that we could be uh making available to where I can get a cost that we haven't had the capacity through to do before.

0:17:22.220 --> 0:17:23.680
Suzanne R Smith
They were looking at doing some more of that.

0:17:24.390 --> 0:17:26.190
Suzanne R Smith
I did not get my computers.

0:17:26.200 --> 0:17:31.340
Suzanne R Smith
They're also looking at new programs that will bring in new students, increase our revenue appliance that way.

0:17:31.350 --> 0:17:32.620
Suzanne R Smith
So that's another thing that we're doing.

0:17:32.680 --> 0:17:32.840
Suzanne R Smith
OK.

0:17:33.390 --> 0:17:35.350
Suzanne R Smith
Umm, so.

0:17:35.420 --> 0:17:40.990
Suzanne R Smith
So we're looking at lots of different opportunities to figure out, to bring ways to bring in your running into.

0:17:45.810 --> 0:17:46.660
Greg Gardner
OK.

0:17:46.910 --> 0:17:47.350
Greg Gardner
Thank you.

0:17:49.610 --> 0:17:50.380
Greg Gardner
Question four.

0:17:51.780 --> 0:17:57.330
Greg Gardner
Will the $9 million deficit include reductions in other campus areas?

0:17:57.620 --> 0:18:3.800
Greg Gardner
Slash departments, for example, athletics, student affairs administration, et cetera.

0:18:5.970 --> 0:18:6.480
Suzanne R Smith
Sure.

0:18:6.490 --> 0:18:26.270
Suzanne R Smith
I think I already installed on this before, so sorry about that and if you look back over the last decade, I think it's fair to say that our professional staff and our clerical staff and have taken the, the, the impact of the cuts that we've made in the last decade and so, so.

0:18:28.270 --> 0:18:33.510
Suzanne R Smith
So that is that is still an area where we are looking, but they have also taken a lot of cuts in the past decade.

0:18:33.820 --> 0:18:40.100
Suzanne R Smith
But clerical realignment that we just undertaken, that's a part of this plan as well to bring about some cost savings.

0:18:40.670 --> 0:18:57.840
Suzanne R Smith
As I said, we have done a cost analysis per student for her support on campus to make sure that we are running athletics programs that are bringing in revenue and not posting this money and administration.

0:18:57.850 --> 0:19:4.870
Suzanne R Smith
I've already talked about an understanding that as well, umm, they're not firing the chief of staff position.

0:19:5.360 --> 0:19:15.890
Suzanne R Smith
We're not replacing the VP for Moment Management because we have a team in place in that area that's doing an amazing job and have great faith in there and diversity to be successful.

0:19:16.340 --> 0:19:16.710
Suzanne R Smith
I did.

0:19:16.720 --> 0:19:24.990
Suzanne R Smith
When I take a quick second to welcome Brad Parker to campus, our News CFO for those of you that haven't had a chance to meet him, he's on the call.

0:19:25.0 --> 0:19:30.910
Suzanne R Smith
He's saying he's four days end, but he actually went to the studies TVO meeting last week.

0:19:30.920 --> 0:19:33.360
Suzanne R Smith
So he's 4 + 2 days.

0:19:33.370 --> 0:19:34.640
Suzanne R Smith
Then I guess you could say.

0:19:35.450 --> 0:19:37.900
Suzanne R Smith
So we're happy to have him.

0:19:37.910 --> 0:19:39.280
Suzanne R Smith
And done.

0:19:40.80 --> 0:19:40.360
Suzanne R Smith
OK.

0:19:40.500 --> 0:19:42.130
Suzanne R Smith
You never that sometimes you have to us.

0:19:44.100 --> 0:19:47.110
Suzanne R Smith
And he'll be spending a lot of time getting getting up today.

0:19:47.120 --> 0:19:54.270
Suzanne R Smith
The next coming weeks, it's already gotten very immersed in in the talking here, and you've already asking the right question.

0:19:54.280 --> 0:19:56.960
Suzanne R Smith
We think the other times it right, other side that we differently.

0:20:2.490 --> 0:20:2.770
Suzanne R Smith
Thanks.

0:20:3.310 --> 0:20:3.960
Greg Gardner
OK.

0:20:4.50 --> 0:20:4.580
Greg Gardner
Thank you.

0:20:4.630 --> 0:20:6.100
Greg Gardner
Yeah, and welcome, Mr.

0:20:6.110 --> 0:20:9.50
Greg Gardner
Parker, we we actually have a question for you coming up, so.

0:20:10.550 --> 0:20:10.960
Greg Gardner
I'm.

0:20:10.650 --> 0:20:12.880
Suzanne R Smith
We're we're giving him a break, and I'm gonna take it, but.

0:20:13.380 --> 0:20:14.720
Greg Gardner
OK, fair enough.

0:20:15.630 --> 0:20:22.840
Greg Gardner
Umm so question 5, how were we going to recruit STEM students with two natural science majors? Cut?

0:20:24.310 --> 0:20:24.560
Alan L. Hersker
Yeah.

0:20:24.570 --> 0:20:25.820
Alan L. Hersker
Hey, Greg, it's Alan.

0:20:25.830 --> 0:20:26.160
Alan L. Hersker
Thank you.

0:20:26.170 --> 0:20:26.640
Alan L. Hersker
I'm gonna.

0:20:26.650 --> 0:20:27.460
Alan L. Hersker
I'll take this one.

0:20:30.650 --> 0:20:41.730
Alan L. Hersker
He has a we are are looking at the discontinuation of actually four programs, chemistry, BA chemistry, BS, Biochemistry BS and the Physics BA.

0:20:42.530 --> 0:20:53.710
Alan L. Hersker
Uh, this is a good example of where you know, discontinuing a major does not mean that we're going to not have those courses on campus.

0:20:54.410 --> 0:20:59.60
Alan L. Hersker
In fact, we were talking with faculty, sending exec about this earlier today.

0:20:59.610 --> 0:21:7.160
Alan L. Hersker
Dean Grant and his folks in secondary Ed are working on a standalone secondary Ed program now.

0:21:7.170 --> 0:21:11.820
Alan L. Hersker
The way things are now, you have to have secondary Ed and another major in your content area.

0:21:12.640 --> 0:21:22.750
Alan L. Hersker
The standalone program will allow us to train teachers, but only require those students to take 30 credit hours in that contact area.

0:21:26.90 --> 0:21:34.100
Alan L. Hersker
So you know, our current plan is to continue to train science educators.

0:21:34.370 --> 0:21:41.610
Alan L. Hersker
So we will continue to offer 30 credits of physics and chemistry on this campus.

0:21:42.240 --> 0:21:49.480
Alan L. Hersker
Umm, so you know, if you're figuring that you about 3 credits, of course, we're still gonna have about 10 Cam and 10 physics courses.

0:21:50.160 --> 0:21:52.90
Alan L. Hersker
Uh, I'd also know here.

0:21:52.400 --> 0:22:7.570
Alan L. Hersker
You know, again, just to defend some other excellent departments have really strong programs in geology and biology and you know, Suzanne mentioned new programs, new growth areas.

0:22:8.240 --> 0:22:12.590
Alan L. Hersker
Biology is considering a new program.

0:22:12.600 --> 0:22:22.490
Alan L. Hersker
So, uh, you know, not having chemistry and physics majors does not necessarily mean we won't have a strong stem stem offerings.

0:22:26.100 --> 0:22:27.250
Greg Gardner
Hey, thank you.

0:22:27.620 --> 0:22:29.10
Greg Gardner
Question 6.

0:22:29.760 --> 0:22:37.510
Greg Gardner
Why would Sunni invest $60 million in a performing arts building only to have the theater and dance majors cut?

0:22:38.0 --> 0:22:43.400
Greg Gardner
Wouldn't it make more sense to keep these majors and use this marvelous building as a recruiting tool?

0:22:45.780 --> 0:22:49.100
Alan L. Hersker
Sure, I'll Suzanne, I'll jump in here again if if you want.

0:22:49.200 --> 0:22:50.50
Alan L. Hersker
OK, great.

0:22:50.640 --> 0:22:53.210
Alan L. Hersker
We're gonna the the performing arts building is not closing.

0:22:53.880 --> 0:22:55.910
Alan L. Hersker
We're going to continue to use the building.

0:22:56.160 --> 0:22:58.480
Alan L. Hersker
We're gonna continue to use the building as a recruiting tool.

0:22:59.210 --> 0:23:3.220
Alan L. Hersker
Uh, you know, Crane School of Music will be able to use this building.

0:23:3.370 --> 0:23:6.360
Alan L. Hersker
We will still have CPS performances.

0:23:7.250 --> 0:23:13.440
Alan L. Hersker
You know, we're looking at additional third party use of this building in order to generate revenue.

0:23:14.290 --> 0:23:32.470
Alan L. Hersker
But I think I I would also you know take an opportunity to note that you know we're committed to the performing arts and but we need to offer performing our program, performing arts programs that we have the resources to support and programs that are gonna attract high numbers of students.

0:23:32.480 --> 0:23:46.320
Alan L. Hersker
So you know we're we are looking forward to suggestions about how you know new performing arts programs and what they might look like to continue using that amazing building.

0:23:49.130 --> 0:23:49.400
Greg Gardner
OK.

0:23:49.410 --> 0:23:49.890
Greg Gardner
Thank you.

0:23:52.370 --> 0:23:53.750
Greg Gardner
Question seven and eight.

0:23:53.760 --> 0:23:59.380
Greg Gardner
I actually put on the same slide because they're related to each other, but I'll just read them one at a time.

0:23:59.940 --> 0:24:0.380
Greg Gardner
I'm for.

0:24:0.40 --> 0:24:1.870
Jessica R Pearson
You want me to share the slide, Greg?

0:24:2.710 --> 0:24:2.870
Greg Gardner
I'm.

0:24:1.880 --> 0:24:3.740
Jessica R Pearson
Sorry, do you want me to share the slide or no?

0:24:5.110 --> 0:24:5.520
Greg Gardner
Yeah.

0:24:5.530 --> 0:24:6.350
Greg Gardner
One if you can.

0:24:20.0 --> 0:24:20.510
Jessica R Pearson
Are you sharing?

0:24:21.900 --> 0:24:23.460
Greg Gardner
Umm, I'm seeing it, yeah.

0:24:23.790 --> 0:24:23.990
Jessica R Pearson
OK.

0:24:26.650 --> 0:24:27.20
Greg Gardner
Yeah, the.

0:24:24.700 --> 0:24:29.180
David R Davin
It shared, but now there's the view of all the people on on top of it, yeah.

0:24:27.520 --> 0:24:29.530
Jessica R Pearson
Ah, I said.

0:24:29.530 --> 0:24:29.740
Greg Gardner
OK.

0:24:31.290 --> 0:24:31.610
Jessica R Pearson
Go ahead.

0:24:32.350 --> 0:24:32.800
Greg Gardner
All right.

0:24:32.810 --> 0:24:33.420
Greg Gardner
Thanks.

0:24:33.530 --> 0:24:39.0
Greg Gardner
So first question, the Advancement Division is funding the voluntary separation program.

0:24:39.450 --> 0:24:42.440
Greg Gardner
What is the impact on future fundraising initiatives?

0:24:42.750 --> 0:24:49.400
Greg Gardner
For example, have you assessed how will donors react to foundation dollars raised to cover a buyout initiative?

0:24:50.110 --> 0:24:56.710
Greg Gardner
Wouldn't such funds be better utilized by increasing student scholarships to help increase enrollment and revenue?

0:24:59.380 --> 0:25:1.150
David R Davin
So I I think I can take this one.

0:25:1.680 --> 0:25:8.30
David R Davin
The this was closely looked at all all aspects of these questions by the Foundation board.

0:25:8.40 --> 0:25:14.610
David R Davin
They did a very thorough analysis and this was brought up by many foundation board members and we to take the last question first.

0:25:14.620 --> 0:25:23.830
David R Davin
We did look very closely at the return on investment between using a foundation dollars and dollar for dollar.

0:25:24.400 --> 0:25:30.470
David R Davin
The return on investment was better for the institution by funding of voluntary separation programs.

0:25:30.480 --> 0:25:32.380
David R Davin
So we weren't.

0:25:33.880 --> 0:25:39.350
David R Davin
Uh, we certainly would like to put this in the hands of students better, but it had existential moment for the college.

0:25:39.360 --> 0:25:46.720
David R Davin
We, the Foundation Board, wanted to make sure that this was going to the good use of the college during a difficult time.

0:25:47.730 --> 0:25:51.490
David R Davin
Uh, we did look at what the impact on the future fundraising initiatives are.

0:25:51.500 --> 0:25:57.540
David R Davin
Again, that was also very important to the board, as you can imagine, it was important to the advancement staff.

0:25:57.930 --> 0:25:59.780
David R Davin
We pulled several donors.

0:25:59.790 --> 0:26:6.880
David R Davin
We the board talked about it with donors that they're close with and we had rigorous discussions on this.

0:26:7.190 --> 0:26:16.440
David R Davin
We've done a lot of outreach before and after the announcement and done our very best to keep as many donors as we can through this.

0:26:16.490 --> 0:26:25.230
David R Davin
So far I have not learned of a single donor that we've lost as a result of both the announcement or the US funding the VSP, I think.

0:26:25.240 --> 0:26:32.810
David R Davin
Yeah, there's some people who might do things a little differently, but I think in general they understand the difficult decisions that were made by the board during an extraordinary time.

0:26:33.440 --> 0:26:35.490
David R Davin
And so we continue to stand behind this.

0:26:35.500 --> 0:26:40.0
David R Davin
So I think the Foundation Board does as well and even though it was a difficult decision.

0:26:41.590 --> 0:26:42.10
Greg Gardner
Right.

0:26:42.70 --> 0:26:42.680
Greg Gardner
Thank you.

0:26:43.620 --> 0:26:45.860
Greg Gardner
So question eight kind of a follow on.

0:26:45.930 --> 0:26:53.100
Greg Gardner
Did you consider shifting advancement division salaries to be covered by the College Foundation versus state funds?

0:26:53.510 --> 0:26:56.110
Greg Gardner
And a note that this is common on some campuses.

0:26:57.580 --> 0:26:57.990
David R Davin
Yeah.

0:26:58.0 --> 0:26:59.770
David R Davin
So I'll take that note first.

0:26:59.960 --> 0:27:4.610
David R Davin
It is a practice for some campuses, but some campuses are the key.

0:27:4.620 --> 0:27:8.810
David R Davin
There you'll see different models at various different campuses, including SUNY campuses.

0:27:9.580 --> 0:27:10.810
David R Davin
Uh, some do.

0:27:10.820 --> 0:27:14.420
David R Davin
Some do not, so we're ones that we're one that does not.

0:27:14.430 --> 0:27:24.950
David R Davin
We've we made the decision along time ago that the unrestricted dollars that we do get should go to the college to fund priorities above and beyond what the state can offer.

0:27:24.960 --> 0:27:30.920
David R Davin
And as we know these days, what the state offers, there's not a lot of money sitting around for high level institutional priorities.

0:27:30.930 --> 0:27:34.630
David R Davin
So we want to make sure that we preserve those dollars for that for that purpose.

0:27:34.740 --> 0:27:41.30
David R Davin
In addition, the unrestricted dollars that we have currently is not enough to cover the salaries of the Advancement division.

0:27:41.100 --> 0:27:45.720
David R Davin
Now you have to remember we bring in, we bring in all kinds of dollars.

0:27:45.730 --> 0:27:52.720
David R Davin
Endowment restricted unrestricted only unrestricted of those 3 pillars can be used to fund advancement.

0:27:52.730 --> 0:27:53.240
David R Davin
Salaries.

0:27:53.550 --> 0:27:58.870
David R Davin
The overall amount that we bring in typically somewhere between 2 1/2 and $3 million a year right now.

0:27:59.710 --> 0:28:5.940
David R Davin
Uh is significant for the college, and it far exceeds by a three or four to one ratio.

0:28:5.950 --> 0:28:16.160
David R Davin
What we pay on our salaries for the staff, but we can't fund it only with one of those 3 pillars on restricted cuz we don't bring in enough to cover the full salaries of the advancement staff right now.

0:28:16.170 --> 0:28:23.480
David R Davin
So that's the answer to that and I want to also just mention something about the dollars that we're using on the VSP.

0:28:23.490 --> 0:28:26.850
David R Davin
If I could go back to that for one moment, I should mention as well.

0:28:26.860 --> 0:28:28.980
David R Davin
Those dollars are not direct donor dollars.

0:28:28.990 --> 0:28:32.470
David R Davin
They're investment income that we have built up overtime.

0:28:36.440 --> 0:28:36.900
Greg Gardner
Thank you.

0:28:38.850 --> 0:28:39.840
Greg Gardner
Question nine.

0:28:40.130 --> 0:28:41.220
Greg Gardner
It's another long one.

0:28:41.230 --> 0:28:44.270
Greg Gardner
Can we dance the slide?

0:28:44.580 --> 0:28:44.860
Greg Gardner
Thanks.

0:28:45.920 --> 0:28:55.470
Greg Gardner
OK, I have heard it said more than once that if President Smith fails, the Chancellor fails because she is his first appointed campus president.

0:28:56.320 --> 0:29:18.780
Greg Gardner
I had assumed failure to mean that the campus would not succeed and thrive, given that research centers are hiring new faculty by the hundreds and that it appears that recovering from a $9 million structural deficit will mean so many cuts that there will be nothing left of the Potsdam campus, I wonder now if success means to close the campus.

0:29:19.800 --> 0:29:25.660
Greg Gardner
Please tell us, President Smith, what is the chancellor's definition of success for our campus?

0:29:26.490 --> 0:29:26.830
Suzanne R Smith
Sure.

0:29:26.840 --> 0:29:32.840
Suzanne R Smith
I think he's definition of success would be there the same as $1,000,000 in teams that five years from now.

0:29:32.850 --> 0:29:35.620
Suzanne R Smith
We are eventually stable.

0:29:36.10 --> 0:29:56.950
Suzanne R Smith
You're in good physical health means that if you have programs that are up and running and starting to drive, it means that we are integral part of the Community settings that, umm, we are continuing to do all the amazing things that we do that we just discussed by putting students not, not not everything you do.

0:29:58.980 --> 0:30:3.210
Suzanne R Smith
So things are successful to to me and to the chancellor.

0:30:3.580 --> 0:30:22.70
Suzanne R Smith
At least that we have figured out a way together to get through this difficult process and to and to to the to the why would institution that is in the bedroom forward looking and and the needs of our students I serving you're not.

0:30:26.970 --> 0:30:27.400
Greg Gardner
OK.

0:30:27.410 --> 0:30:27.860
Greg Gardner
Thank you.

0:30:29.410 --> 0:30:30.120
Greg Gardner
Question 10.

0:30:33.330 --> 0:30:34.180
Greg Gardner
Got the slides.

0:30:34.190 --> 0:30:34.460
Greg Gardner
Yeah.

0:30:34.470 --> 0:30:35.460
Greg Gardner
Thanks, Ken.

0:30:35.470 --> 0:30:42.90
Greg Gardner
President Smith or CFO Parker, please share their plans for the first month of having a permanent CFO.

0:30:43.180 --> 0:30:46.250
Greg Gardner
But projects changes and information requests.

0:30:46.260 --> 0:30:48.40
Greg Gardner
Can the campus anticipate seeing?

0:30:49.610 --> 0:30:50.140
Suzanne R Smith
Sure, I'll.

0:30:50.190 --> 0:30:55.490
Suzanne R Smith
I'll start with that and if there's anything that I need like to add, certainly welcome to do so.

0:30:57.550 --> 0:31:1.760
Suzanne R Smith
Please uh, going to be continuing to learn our processes.

0:31:1.770 --> 0:31:3.420
Suzanne R Smith
How things work on our campus?

0:31:3.880 --> 0:31:4.120
Suzanne R Smith
Uh.

0:31:4.130 --> 0:31:29.350
Suzanne R Smith
Within our budgets between the next few weeks, the students in time and Sunni with the system like CSGO there to talk about, the student posted sees and how they relate to our fearless in a deep dive into what it is that the dog is here and the plans that we have done, we forward reviewing each part of their current plan certainly will continue to look at the procurement process and the.

0:31:31.810 --> 0:31:43.90
Suzanne R Smith
The changes that we're making in that area as a system that has a campus and looking again into the scholarship southerns in order where there's money come throwing.

0:31:43.610 --> 0:31:49.530
Suzanne R Smith
So that's just like a lot through the first month, but we kinds of things that we're beginning up to speed on.

0:31:49.680 --> 0:31:51.560
Suzanne R Smith
There anything that you'd like to have?

0:31:53.710 --> 0:31:57.840
Brent K Parker
Yeah, I I think the only thing that I would add is that I'm excited to be here.

0:31:57.850 --> 0:32:4.760
Brent K Parker
I mean, you know, the things that potsdam's dealing with are no strangers across all of higher education.

0:32:5.50 --> 0:32:9.540
Brent K Parker
And I think the difference is that we're starting to tackle them in some places are not.

0:32:9.590 --> 0:32:12.780
Brent K Parker
And I think we're gonna be better off in the long term.

0:32:12.930 --> 0:32:15.500
Brent K Parker
So I'm bullish on what can happen here.

0:32:15.570 --> 0:32:30.520
Brent K Parker
I'm looking forward to meeting a bunch of you and understanding more about how the college does business over the next month and you know, as we said we we have shared services, models and things like that that we're migrating toward back to doing ourselves.

0:32:30.530 --> 0:32:33.410
Brent K Parker
And so that's gonna be one of my earliest focuses.

0:32:33.420 --> 0:32:36.380
Brent K Parker
So I'm happy to be here and I look forward to meeting all of you.

0:32:38.320 --> 0:32:39.50
Greg Gardner
Thank you, Sir.

0:32:39.60 --> 0:32:42.770
Greg Gardner
We, uh, we are looking forward to meeting you and to having you on campus.

0:32:43.20 --> 0:32:44.0
Greg Gardner
You have no idea.

0:32:46.650 --> 0:32:48.70
Greg Gardner
OK, question 11.

0:32:52.550 --> 0:33:4.130
Greg Gardner
What is the college's multi year plan to organize and coordinate the courses in the proposed programs to be discontinued in light of the ways and Gen Ed graduation requirements?

0:33:5.650 --> 0:33:18.30
Greg Gardner
And I would say this is probably an opportunity to talk a little bit about what we what we might expect for Gen Ed and and that program in general in the future as well.

0:33:18.800 --> 0:33:20.170
Alan L. Hersker
Yeah, that's it.

0:33:20.180 --> 0:33:20.690
Alan L. Hersker
Thanks, Greg.

0:33:20.700 --> 0:33:21.640
Alan L. Hersker
I'll, I'll take that.

0:33:23.580 --> 0:33:30.410
Alan L. Hersker
So you know, we're gonna, we will continue to offer the service courses and the GENNET courses that students need for degree completion.

0:33:31.420 --> 0:33:41.50
Alan L. Hersker
That being said though, I think in an in a number of programs we're gonna work with the Deans to really consider revisions to program requirements.

0:33:41.60 --> 0:33:56.870
Alan L. Hersker
And I think that's going to be that, that that deep dive is gonna be important because we're we're, you know, particularly when it comes to electives that have been offered in programs that have been, that will ultimately be discontinued if that if that decision is made.

0:33:57.20 --> 0:34:2.210
Alan L. Hersker
Umm, so you know again I guess just in summary, you know it's not just about Gen Ed here.

0:34:2.220 --> 0:34:11.390
Alan L. Hersker
It's going to be about, you know, all of us are gonna need to are all the programs are gonna need to take a look at their requirements, specifically with Jeanette.

0:34:11.400 --> 0:34:18.930
Alan L. Hersker
I have spoken with the JENNETTE leadership and and asked them and and we'll be working with them really to do 2 things.

0:34:18.940 --> 0:34:41.50
Alan L. Hersker
I think you know, once we have the final Rep discontinuations approved, I'm going to need to work with the Gen Ed leadership to look at the ramifications of those proposed disk of the of those then uh discontinued programs on Gen Ed courses and staffing uh, particularly ways courses.

0:34:41.60 --> 0:34:43.800
Alan L. Hersker
I think it's gonna be critical that we're looking at them as well.

0:34:44.360 --> 0:34:56.710
Alan L. Hersker
Umm, I also, you know, I'm gonna work with Gen Ed on exploring how we can provide a more curated approach to genet offerings.

0:34:57.420 --> 0:35:5.850
Alan L. Hersker
You know, do the number of seats that we are offering each semester for an attribute match the kind of number of seats that are needed for that attribute.

0:35:6.230 --> 0:35:18.360
Alan L. Hersker
And again, this is really going toward the this long term project of reducing the number of courses that we offer, which is gonna impact, uh, the electives, I guess.

0:35:18.370 --> 0:35:20.450
Alan L. Hersker
So in in in you know to respond to your.

0:35:20.520 --> 0:35:30.580
Alan L. Hersker
Your big question there, Greg, you know a President Smith at in her presentation on the 19th, you know, reiterated her commitment to to the generative program.

0:35:31.190 --> 0:35:42.440
Alan L. Hersker
Uh, you know, I I I I believe in the power of the ways courses and in what they're doing particularly ways 101 and it it.

0:35:42.450 --> 0:35:46.840
Alan L. Hersker
And as a way to kind of get students and keep them onto our campus.

0:35:47.550 --> 0:35:50.400
Alan L. Hersker
So right now we remain committed to the general program.

0:35:53.90 --> 0:35:53.460
Greg Gardner
OK.

0:35:53.500 --> 0:35:53.880
Greg Gardner
Thank you.

0:35:55.570 --> 0:35:57.260
Greg Gardner
Question 12, which is our last?

0:35:59.410 --> 0:36:0.700
Greg Gardner
Pre prepared question.

0:36:2.0 --> 0:36:10.910
Greg Gardner
Have we assessed the likely impact on the ratios of BIPOC students and faculty on our campus in light of the proposed cuts?

0:36:11.240 --> 0:36:13.690
Greg Gardner
If so, what are those four casts look like?

0:36:13.880 --> 0:36:15.500
Greg Gardner
If not, shouldn't we do this?

0:36:19.680 --> 0:36:20.590
Suzanne R Smith
Sure, Jacqueline.

0:36:20.600 --> 0:36:21.300
Suzanne R Smith
Into my no.

0:36:23.620 --> 0:36:23.990
Jacqueline V Richardson-Melecio
Sure.

0:36:24.20 --> 0:36:24.210
Suzanne R Smith
What?

0:36:24.0 --> 0:36:24.850
Jacqueline V Richardson-Melecio
Absolutely.

0:36:24.940 --> 0:36:25.930
Jacqueline V Richardson-Melecio
And thank you.

0:36:25.940 --> 0:36:26.450
Jacqueline V Richardson-Melecio
Thank you.

0:36:26.460 --> 0:36:34.910
Jacqueline V Richardson-Melecio
You know, I I wanna say the proposed realignment and resources of resources to address our structural deficit.

0:36:35.420 --> 0:36:53.840
Jacqueline V Richardson-Melecio
We know it's gonna have an impact across our campus and given the reality of our low representation across our faculty, any potential changes in faculty personnel could have substantial impact on representation on our campus.

0:36:54.500 --> 0:37:24.620
Jacqueline V Richardson-Melecio
We realize this, and it has certainly been part of the analysis and part of the discussion and in the same graph, I will say that we also understand that we are required to follow collective bargaining rules and cannot control the impact of DEI in response to the proposed changes U this is, I wanna say a reality that we face, these are truly challenging times.

0:37:24.790 --> 0:37:36.220
Jacqueline V Richardson-Melecio
But I also, as someone who is sitting at the PC table as someone who is working across the campus, know that our commitment to a diverse and inclusive campus has not wavered.

0:37:37.800 --> 0:37:53.270
Jacqueline V Richardson-Melecio
And how our campus is experienced by all of its members, faculty, staff and students, and in particular those who come from diverse backgrounds, has and continues to be, a collective and communal responsibility.

0:37:55.340 --> 0:37:57.910
Jacqueline V Richardson-Melecio
My office and I'm so happy to say.

0:37:57.920 --> 0:38:7.90
Jacqueline V Richardson-Melecio
My office, in collaboration with so many across the campus, continue to work to address the experiences of our campus.

0:38:7.100 --> 0:38:24.770
Jacqueline V Richardson-Melecio
For all of our students, or across all of the diverse categories and identities in and out of the classroom, making sure that we have procedures in place that speak to our content accountability and that provide effective solutions and mechanisms.

0:38:25.290 --> 0:38:52.690
Jacqueline V Richardson-Melecio
Uh for reporting and the other piece has been making sure that we continue our professional development in this area, providing opportunities both at the department level and at the full campus level and trying to address this, these areas of diversity, equity and inclusion on our campus and making sure that we continue to further our understanding our practices and our skills in this area.

0:38:52.740 --> 0:39:8.30
Jacqueline V Richardson-Melecio
So the diversity and the impact on not just our BIPAP but all of our community members matters and is very much a part of our discussions at the table has very much been a part of our discussions.

0:39:8.580 --> 0:39:21.810
Jacqueline V Richardson-Melecio
As we look at what changes we need to make during this difficult time and we just want to, uh, assure you, I certainly want to assure you that this work is something that continues.

0:39:21.820 --> 0:39:38.710
Jacqueline V Richardson-Melecio
We are in a crisis situation on our campus, but we are addressing it in the best ways possible and that all of our experiences matter and in particular because as many of you know, I handle all of the bias incident reports on this campus.

0:39:39.920 --> 0:40:0.310
Jacqueline V Richardson-Melecio
In particular, I want us as a campus community to be very mindful of what are the experiences that we are affording our students when it comes to their engagement, their sense of belonging and their sense of Community on this campus on in our classrooms and out of our classrooms.

0:40:2.0 --> 0:40:5.130
Jacqueline V Richardson-Melecio
I hope that helps to answer some of your question.

0:40:6.300 --> 0:40:6.670
Jacqueline V Richardson-Melecio
Thank you.

0:40:9.300 --> 0:40:10.390
Greg Gardner
Yes, thank you.

0:40:10.770 --> 0:40:14.860
Greg Gardner
That was the last of our prepared questions that I had received.

0:40:14.870 --> 0:40:21.740
Greg Gardner
So we have we have about 15 minutes left, a little more so we can take questions from the floor.

0:40:23.620 --> 0:40:26.250
Greg Gardner
So I would say do that little hand raise thing.

0:40:26.260 --> 0:40:29.150
Greg Gardner
Uh, Kevin Smith, go ahead.

0:40:32.210 --> 0:40:33.160
Kevin D. Smith
Yes. Uh.

0:40:33.950 --> 0:40:43.560
Kevin D. Smith
I just wanted to say for the record, that collective bargaining rules and in general the UP do not stand in the way of hiring a more diverse fact.

0:40:44.110 --> 0:40:45.810
Kevin D. Smith
Just wanna make make sure that this clear.

0:40:47.140 --> 0:40:47.600
Greg Gardner
All right.

0:40:47.610 --> 0:40:48.0
Greg Gardner
Thank you.

0:40:50.760 --> 0:40:50.980
Kevin D. Smith
OK.

0:40:48.880 --> 0:40:51.10
Greg Gardner
Umm any other question?

0:40:59.480 --> 0:41:0.240
Greg Gardner
Hearing none?

0:41:0.310 --> 0:41:3.220
Greg Gardner
Yeah, Blair warned me about this, Heather.

0:41:10.350 --> 0:41:11.400
Heather Sullivan-Catlin
Hi, thank you.

0:41:12.70 --> 0:41:23.670
Heather Sullivan-Catlin
I have a couple of questions about the report that was shared by the President and I'm just trying to find it so I can use the exact words umm.

0:41:24.80 --> 0:41:33.320
Heather Sullivan-Catlin
So one of my questions is about the support from other campuses line on the first chart.

0:41:34.380 --> 0:41:35.800
Heather Sullivan-Catlin
All my questions are about this chart.

0:41:36.490 --> 0:41:45.220
Heather Sullivan-Catlin
Umm, I would love to understand that better and tie it in with that is the total revenue that is stated.

0:41:48.70 --> 0:41:50.420
Heather Sullivan-Catlin
For each year, my understanding is that.

0:41:52.520 --> 0:42:5.870
Heather Sullivan-Catlin
That is made up of the state aid not tied to tuition, then tuition and perhaps also the fundraising that advancement does.

0:42:6.340 --> 0:42:14.630
Heather Sullivan-Catlin
I wonder if we could at some point see a breakdown of those things and also a current explanation of Sunnis.

0:42:16.190 --> 0:42:22.580
Heather Sullivan-Catlin
Funding formula for tuition dollars going to the campuses?

0:42:23.130 --> 0:42:27.810
Heather Sullivan-Catlin
I haven't heard an update of this in years, but in my early times.

0:42:28.240 --> 0:42:34.530
Heather Sullivan-Catlin
Ah, on this campus there been many different ones formulas.

0:42:34.540 --> 0:42:36.90
Heather Sullivan-Catlin
Bap, bam, bath.

0:42:36.100 --> 0:42:56.590
Heather Sullivan-Catlin
All kinds of things, and I don't think, umm, many of us have a clear understanding of actually how Sunni funds us, how they fund the whole Sunni system and and that this notion that we are being bailed out by these other campuses.

0:42:56.600 --> 0:43:3.640
Heather Sullivan-Catlin
I I would really like to understand that a lot better with more specificity. Thanks.

0:43:4.350 --> 0:43:4.700
Suzanne R Smith
Sure.

0:43:4.710 --> 0:43:9.170
Suzanne R Smith
So I'll start it, and they're they're gonna jump in after I get started.

0:43:9.770 --> 0:43:15.930
Suzanne R Smith
And so so first of all, I would I would never enter to sweet for SUNY.

0:43:15.940 --> 0:43:17.530
Suzanne R Smith
So I don't, I don't know.

0:43:17.540 --> 0:43:33.100
Suzanne R Smith
Something will answering that piece, but I am happy if people are interested to have a Josh senior or someone from his office come down and do budgeting 101 that talks about personal systems and how they budget across campuses.

0:43:33.110 --> 0:43:35.460
Suzanne R Smith
They I'm sure they would be happy to do that.

0:43:35.470 --> 0:43:37.630
Suzanne R Smith
So that's something that you like.

0:43:37.640 --> 0:43:47.600
Suzanne R Smith
I'm happy to arrange for that to happen on our campus and support from other campuses than we are then plugged them.

0:43:48.350 --> 0:43:55.870
Suzanne R Smith
Most campuses, when they run out of your budget for the year and they need your live preserves and that's how people stay.

0:43:56.940 --> 0:44:5.950
Suzanne R Smith
Stay in balance when you know without going into debt, our campus ran into our reserves many years ago and so and we don't have those reserves to go to.

0:44:6.220 --> 0:44:13.490
Suzanne R Smith
If we had been a private institution, we would be closed because there would be no place to get money from, but being a member of Sunni.

0:44:13.950 --> 0:44:34.810
Suzanne R Smith
Uh, the larger if you look at the student budget as a fall, they have other bodies they can pull from to to help him with this, like cars that are struggling with her period of time and what that chart shows us is that it's been a long period of time that we've been relying on others and you can't resist at all this figure other budget because we didn't have the campus and so.

0:44:36.840 --> 0:44:50.590
Suzanne R Smith
When you look at the state of affairs in higher education, but it's easy to guess that perhaps we will because it's not a feasible, sustainable model, even forward to have campuses like ours and lying on.

0:44:50.600 --> 0:44:53.210
Suzanne R Smith
Even better things is to just as they would say.

0:44:53.520 --> 0:44:55.230
Suzanne R Smith
So that's what that was all about.

0:45:0.970 --> 0:45:3.490
Suzanne R Smith
It that's yeah.

0:44:59.830 --> 0:45:9.190
David R Davin
And and the I'll jump in if Suzanne, if that's OK and the yeah, the to your earlier point about the revenue it is made up of multiple different sources.

0:45:9.730 --> 0:45:11.870
David R Davin
So some of that is tuition.

0:45:11.920 --> 0:45:13.540
David R Davin
Some of that is fees.

0:45:13.550 --> 0:45:26.890
David R Davin
It's really an amalgamation of all the revenue sources and then of course, so that some of that is what the SUNY calls the direct state taxpayer support, which is, uh, you know, probably about 1/5 of that, give or take your year.

0:45:26.900 --> 0:45:30.100
David R Davin
But it's actually, you know, in this a lot.

0:45:30.110 --> 0:45:34.0
David R Davin
I've heard a lot of the same things that I've looked in them as my brief period here.

0:45:34.10 --> 0:45:43.970
David R Davin
You know, as the interim CFO and I and I didn't find a lot of evidence that we are being, we're certainly what from what I've seen and Brent can continue to dig into this.

0:45:43.980 --> 0:45:46.260
David R Davin
And I think Suzanne will continue to advocate for us.

0:45:46.730 --> 0:45:48.640
David R Davin
We are being treated by fairly by suing.

0:45:48.650 --> 0:45:50.540
David R Davin
In fact, we're being treated more than fairly.

0:45:51.230 --> 0:46:0.210
David R Davin
The state support we're getting puts us on par with some of our comprehensive peers and even though they have in many cases thousands of more students than us.

0:46:0.330 --> 0:46:9.450
David R Davin
And so we're, we're, we and then of course, we've gotten the state, the support from other campuses that, uh, what SUNY tells us over and over.

0:46:9.460 --> 0:46:14.200
David R Davin
And again, I we haven't seen any evidence to the contrary that there is no SUNY slush fund.

0:46:14.210 --> 0:46:17.620
David R Davin
There's no money just sitting there that they have extra money that they have access to.

0:46:18.10 --> 0:46:28.690
David R Davin
Everything is delegated and the only extra money that's there to fill in a deficit like ours when a campus runs into it, as we have for many years, is the reserves of other campuses.

0:46:29.290 --> 0:46:35.440
David R Davin
And as more and more campuses are eating through their reserves very quickly, that's why the situation is becoming untenable.

0:46:39.310 --> 0:46:39.670
Greg Gardner
OK.

0:46:39.680 --> 0:46:41.430
Greg Gardner
Thank you, Cliff.

0:46:47.210 --> 0:47:5.200
Clifford S Rossiter, Ph.D.
When I look at your sheet where you have the savings that are categorized one through five, one of the things that's missing from this sheet is the apparent lemonnation of our students that are going to be attending because of elimination of respective programs.

0:47:5.710 --> 0:47:21.960
Clifford S Rossiter, Ph.D.
To give an example, using conservative numbers, if 25% of the students that are currently enrolled in those programs stay, you're still talking about $1.2 million that you can take away from that calculation and lost revenue.

0:47:23.360 --> 0:47:24.300
Clifford S Rossiter, Ph.D.
Why aren't?

0:47:24.370 --> 0:47:30.710
Clifford S Rossiter, Ph.D.
What are our project predicted losses for students going into these changes?

0:47:36.810 --> 0:47:37.770
Suzanne R Smith
Alan, did you want to?

0:47:40.250 --> 0:47:40.640
Alan L. Hersker
You.

0:47:40.710 --> 0:47:41.620
Alan L. Hersker
Yeah, sure.

0:47:41.630 --> 0:47:44.80
Alan L. Hersker
I don't have the numbers in front of me.

0:47:44.140 --> 0:48:0.760
Alan L. Hersker
Uh, the spreadsheet that Suzanne shared is actually a piece of a larger document that we worked as she worked with Sunni to pare down to present to the faculty and staff here.

0:48:1.250 --> 0:48:4.340
Alan L. Hersker
Cliff, but basically the umm.

0:48:7.470 --> 0:48:43.40
Alan L. Hersker
Estimate that we use and again I think even you know you would admit that it's an estimate is you know we anticipated retaining about 3/4 of our juniors and seniors right thinking that they've made an investment they're going to stay here and estimated losing probably 1/2 to 2/3 of our first and second year students given that you know that they're they they may want to transfer out now you know that being said that was those were the calculations we used I would argue that it would.

0:48:44.520 --> 0:48:54.630
Alan L. Hersker
Be important for us all to try to keep as many of those freshmen sophomore second, you know juniors and seniors as we possibly can.

0:48:55.280 --> 0:49:2.820
Alan L. Hersker
You know, that's one of the reasons we're really emphasizing our commitment to teaching students out in programs that ultimately are discontinued.

0:49:6.110 --> 0:49:6.360
Alan L. Hersker
Uh.

0:49:8.280 --> 0:49:8.520
Suzanne R Smith
Thanks.

0:49:11.670 --> 0:49:18.480
Greg Gardner
OK, let let me interject your question of my own in that are related to that.

0:49:20.500 --> 0:49:33.100
Greg Gardner
When looking at the decisions to discontinue a program, those potentially it's not just losing the students who are in the program now, but those students arrive specifically for those programs.

0:49:33.110 --> 0:49:40.350
Greg Gardner
In many cases, did you build in any thinking in terms of how few were students?

0:49:40.400 --> 0:49:45.900
Greg Gardner
We will have applying to SUNY Potsdam because we do not have those specific programs.

0:49:47.470 --> 0:49:48.340
Alan L. Hersker
Right.

0:49:48.410 --> 0:49:50.60
Alan L. Hersker
Again, good question, Greg.

0:49:52.150 --> 0:50:2.880
Alan L. Hersker
You know we the fight, the plan that we submitted to Sunni and this is per Sunni and again it's not just us, it was it was for every SUNY campus.

0:50:3.290 --> 0:50:6.320
Alan L. Hersker
We were not allowed to build in any kind of enrollment growth.

0:50:6.910 --> 0:50:14.960
Alan L. Hersker
So what we did is we figured constant enrollment in this in the plan, UMM, now that being said, you are right.

0:50:14.970 --> 0:50:34.740
Alan L. Hersker
You know, we are going to lose some students who come here because of a program that is no longer being offered, but we're also going to be attracting new students in, in areas that are growing, such as grad in in programs that that have yet to be developed and proposed.

0:50:36.460 --> 0:50:37.650
Alan L. Hersker
So I I do.

0:50:37.660 --> 0:50:45.620
Alan L. Hersker
So yeah, a short answer your question, enrollment has been calculated as as stable person is instructions.

0:50:50.340 --> 0:50:51.100
Greg Gardner
Any other questions?

0:50:55.980 --> 0:51:7.930
Greg Gardner
I notice there's kind of there's a lively chat going on if somebody I I'm not going to reach into chat for questions, but if somebody would like to ask one of those questions now would be the time. Umm.

0:51:8.790 --> 0:51:11.590
Suzanne R Smith
I'm not as uh, Terry, to address real quickly.

0:51:13.810 --> 0:51:21.120
Suzanne R Smith
It's about do not affect students that do you not do, just don't attract students to the New York State.

0:51:21.130 --> 0:51:26.540
Suzanne R Smith
So uh, please give it two second answer on where The Dirty version right now.

0:51:29.540 --> 0:51:30.150
Terry O. Francis, Jr.
Sure.

0:51:30.220 --> 0:51:32.50
Terry O. Francis, Jr.
Uh, Laura, thanks for the question.

0:51:32.60 --> 0:51:38.670
Terry O. Francis, Jr.
I I don't think it's that we're not attracting students for various parts of the process, right?

0:51:38.860 --> 0:51:50.920
Terry O. Francis, Jr.
I mean if if we look at applications for first time college students last year, they're almost 4000 and even the year before, which I wouldn't classify as a good year of applications.

0:51:50.930 --> 0:52:5.740
Terry O. Francis, Jr.
There was about 30, three 3400 OHM and then you know, they're admitted at a high rate because students do their homework and and we have option, you know, multiple options for getting them in either through regular admission or special admit programs.

0:52:6.490 --> 0:52:20.210
Terry O. Francis, Jr.
I'm what are yields last in 2022 on freshman was 17% of accepted to deposit it and that's certainly not fantastic for all the work that goes into it for everyone.

0:52:20.280 --> 0:52:24.490
Terry O. Francis, Jr.
And then it went down this year to 13% and we're not alone in that category.

0:52:25.50 --> 0:52:32.10
Terry O. Francis, Jr.
I talked with people the other day or last week, and the director of Admissions meeting buff states you're going down to 11% this year. Right?

0:52:32.20 --> 0:52:34.210
Terry O. Francis, Jr.
And and I could give you other examples.

0:52:34.220 --> 0:52:38.460
Terry O. Francis, Jr.
So I think the interest is there, that's a lot.

0:52:38.470 --> 0:52:48.820
Terry O. Francis, Jr.
That's a lot of applications 4000 applications, resulting in about 30 two 3300 admits we're not getting them to make that final decision.

0:52:48.830 --> 0:52:56.760
Terry O. Francis, Jr.
And and I mean the changes to admitted student days have helped the the they yielded really, really well, but not everyone comes to admitted student days, right.

0:52:56.770 --> 0:52:59.820
Terry O. Francis, Jr.
And and and you may have heard me like, we need to front load the fall.

0:52:59.830 --> 0:53:11.560
Terry O. Francis, Jr.
So we're working with people on campus at a great meeting with the biology folks the other day and identifying some, put some current students that you know, a little bit further on in their educational path here.

0:53:11.570 --> 0:53:31.710
Terry O. Francis, Jr.
So they have a lot of things to talk about because our student ambassador team makes calls for us, our staff always making calls, you know, we can ask faculty, but I think I think a nice note card from a faculty person right after a student gets admitted and then a call from a current student, in this case in the biology department, talking about what they do here.

0:53:31.720 --> 0:53:33.10
Terry O. Francis, Jr.
They're applied learning experience.

0:53:33.20 --> 0:53:34.590
Terry O. Francis, Jr.
Just connecting student to student?

0:53:35.200 --> 0:53:47.850
Terry O. Francis, Jr.
Umm, we need to start doing more of those types of things on the front end because what if somebody gets admitted into on November 1st and there's, you know, there's drip plans, there's they're getting communicated with.

0:53:48.480 --> 0:53:52.670
Terry O. Francis, Jr.
But what if they don't establish that connection with the area they want to study?

0:53:52.680 --> 0:53:56.350
Terry O. Francis, Jr.
And until and acceptance student there, they don't come to an admitted student day.

0:53:56.400 --> 0:54:3.430
Terry O. Francis, Jr.
So I think there's an opportunity where maybe we can fill in that gap and and you know our ears are always open.

0:54:3.440 --> 0:54:11.650
Terry O. Francis, Jr.
Let's have that discussion about how we can seal the deal and get those students to make that human connection and and and.

0:54:11.660 --> 0:54:17.350
Terry O. Francis, Jr.
And because they're coming here to study with, with folks in the academic departments, they're they're going to college for a lot of other reasons too.

0:54:17.360 --> 0:54:25.590
Terry O. Francis, Jr.
But obviously, if they're gonna take on student loan debt, they wanna know what's what's their academic program going to translate into in terms of a job.

0:54:25.600 --> 0:54:31.50
Terry O. Francis, Jr.
So I can't really answer anything in two, two seconds, so I'm gonna stop right there.

0:54:31.220 --> 0:54:31.810
Suzanne R Smith
Thanks, Terry.

0:54:33.180 --> 0:54:33.460
Suzanne R Smith
Thank you.

0:54:31.380 --> 0:54:35.830
Terry O. Francis, Jr.
But but but no, I don't think it's that we're not attracting students to visit numbers.

0:54:35.840 --> 0:54:36.380
Terry O. Francis, Jr.
Been great.

0:54:37.160 --> 0:54:46.260
Terry O. Francis, Jr.
We just all need to and we do put our best foot forward, but we just need to get even better at it in terms of getting them to choose us over.

0:54:46.270 --> 0:54:47.620
Terry O. Francis, Jr.
There are other possibilities.

0:54:48.240 --> 0:54:48.620
Suzanne R Smith
Thank you.

0:54:50.630 --> 0:54:52.620
Greg Gardner
OK, now, Sir.

0:54:52.710 --> 0:54:53.310
Greg Gardner
Doctor Molly.

0:54:57.260 --> 0:55:15.200
Nasser R. Malit
Mine is actually just a what if of water scenario I it is a what if and only if the state government or SUNY central get embarrassed by this quagmire we have here and dishes as $9 million.

0:55:15.410 --> 0:55:17.420
Nasser R. Malit
Can that help stop this process?

0:55:17.490 --> 0:55:20.350
Nasser R. Malit
Or is this situation indivisible?

0:55:21.530 --> 0:55:22.160
Suzanne R Smith
Sure.

0:55:22.170 --> 0:55:28.660
Suzanne R Smith
So, uh, they would have to be embarrassed enough for their best of our lives in this to be helpful.

0:55:28.670 --> 0:55:33.830
Suzanne R Smith
No, the the $90.00 deficit that we have is indoor structural deficit.

0:55:33.840 --> 0:55:42.160
Suzanne R Smith
So a one time say uh, we would not be because when you have to face the situation began with few months.

0:55:44.780 --> 0:55:45.10
Suzanne R Smith
Thanks.

0:55:47.730 --> 0:55:47.990
Greg Gardner
Right.

0:55:48.70 --> 0:55:48.960
Greg Gardner
Any other questions?

0:55:54.800 --> 0:55:59.520
Greg Gardner
Actually I have one quick one that's almost an accounting question.

0:56:0.750 --> 0:56:28.510
Greg Gardner
I'm looking at the material you sent us today, President Smith, on that, that second second chart and which we're general overview of the recovery plan, looking at the first three lines in that is, I understand it from the explanation line 3 retirement separation of service, those are the savings from people who leave us voluntarily and are not replaced.

0:56:30.70 --> 0:56:40.330
Greg Gardner
Line 2 reduction in force is savings from people whom we separate from Sunni Potsdam through some mechanism or another, and are not replaced.

0:56:42.520 --> 0:56:42.740
Suzanne R Smith
Correct.

0:56:42.720 --> 0:56:44.640
Greg Gardner
It's the one that has me confused.

0:56:44.650 --> 0:56:51.140
Greg Gardner
Alignment of academic offerings includes savings from proposed program discontinuations.

0:56:51.680 --> 0:57:0.120
Greg Gardner
Other than E reducing faculty head count, how does discontinuing a program save US money?

0:57:2.910 --> 0:57:4.830
Alan L. Hersker
So yeah, if I could jump right in there.

0:57:4.840 --> 0:57:8.200
Alan L. Hersker
So Greg, that first line and I don't have the document up, I apologize.

0:57:8.210 --> 0:57:20.140
Alan L. Hersker
The first line is staff faculty savings, where you realize through discontinuing programs the second line is savings we realized through other means.

0:57:20.590 --> 0:57:20.780
Greg Gardner
OK.

0:57:20.410 --> 0:57:28.420
Alan L. Hersker
So the non renewal of a of a of a a contract in somebody who is not in a discontinued program.

0:57:29.380 --> 0:57:29.790
Greg Gardner
All right.

0:57:29.800 --> 0:57:30.150
Greg Gardner
Thank you.

0:57:30.160 --> 0:57:30.820
Greg Gardner
That makes sense.

0:57:30.430 --> 0:57:30.970
Alan L. Hersker
That makes sense.

0:57:31.320 --> 0:57:31.750
Greg Gardner
Yeah.

0:57:31.800 --> 0:57:34.680
Greg Gardner
So I was confused about that. OK.

0:57:35.960 --> 0:57:37.760
Greg Gardner
Anybody got a last minute really quick one?

0:57:41.470 --> 0:57:41.810
Walter J. Conley
I do.

0:57:42.190 --> 0:57:42.470
Greg Gardner
Filter.

0:57:43.440 --> 0:57:45.390
Walter J. Conley
I'm during the entire meeting.

0:57:45.400 --> 0:58:9.910
Walter J. Conley
It was shared with us that when parents visit and students are looking for programs that produce, you know, career opportunities or jobs and certainly STEM, does that and how was it calculated, what was the risk factor and examined when we lost half of our natural sciences or what was the risk factor for how that will affect all the other STEM programs we have learned campus.

0:58:15.130 --> 0:58:22.940
Alan L. Hersker
Uh, I'm not sure how to answer that in a way that I didn't already walked.

0:58:22.950 --> 0:58:31.420
Alan L. Hersker
I think you know we are going to be continuing to offer physics and chemistry courses.

0:58:32.450 --> 0:58:38.860
Alan L. Hersker
Umm, you know, we're going to continue to support required courses in other STEM fields.

0:58:39.480 --> 0:58:48.830
Alan L. Hersker
Uh, you know we have our strong umm geology and biology programs, new programs that are under development.

0:58:51.490 --> 0:58:56.940
Alan L. Hersker
Umm is is there something else I could explain?

0:58:58.380 --> 0:58:59.150
Walter J. Conley
Yeah, yes.

0:58:59.580 --> 0:59:10.830
Walter J. Conley
So for example, a student is looking for a biology program, you know at one of the SUNY campuses, and they noticed that we don't have majors in chemistry and physics, so they can't either.

0:59:15.670 --> 0:59:15.900
Alan L. Hersker
Umm.

0:59:10.920 --> 0:59:19.650
Walter J. Conley
Sometimes minor I don't see as don't know if that would be a bit available to them or they cannot double major, which a lot of our students do.

0:59:20.230 --> 0:59:20.480
Alan L. Hersker
Good.

0:59:20.60 --> 0:59:24.860
Walter J. Conley
So why would they choose us for STEM if we've lost half of our natural sciences?

0:59:25.550 --> 0:59:25.910
Alan L. Hersker
Right.

0:59:26.110 --> 0:59:28.100
Alan L. Hersker
Well, actually the minor question is easy.

0:59:28.110 --> 0:59:32.280
Alan L. Hersker
If we're offering 30 credits in a program, we would, we would keep the minor obviously, right.

0:59:32.930 --> 0:59:35.0
Alan L. Hersker
The double major question is interesting.

0:59:36.10 --> 0:59:38.950
Alan L. Hersker
You know, I have not actually looked at the data from the semester.

0:59:39.370 --> 0:59:49.940
Alan L. Hersker
Umm, I don't know that we've got a substantial number of students majoring in, umm uh, you know, biology and chemistry, for example.

0:59:50.0 --> 0:59:52.60
Alan L. Hersker
I'll take a look at that. UM.

1:0:0.970 --> 1:0:4.820
Greg Gardner
Umm, Cliff, if it's quick really quick please.

1:0:8.90 --> 1:0:9.530
Clifford S Rossiter, Ph.D.
Follow up with waltz.

1:0:10.450 --> 1:0:19.400
Clifford S Rossiter, Ph.D.
One of the things that we're also looking at, you mentioned multiple times is this 30 credit hours and this is not just for chemistry or physics, but also in public health.

1:0:19.890 --> 1:0:25.920
Clifford S Rossiter, Ph.D.
There's a lot of courses that are not being cancelled that still are required across the disciplines.

1:0:26.470 --> 1:0:34.680
Clifford S Rossiter, Ph.D.
So for example, in chemistry and physics, you're talking about one course every other year to get them to keep the majors and public health.

1:0:34.690 --> 1:0:37.260
Clifford S Rossiter, Ph.D.
It's something similar not that far along.

1:0:40.890 --> 1:0:49.400
Clifford S Rossiter, Ph.D.
So how does this, I guess work out X amount of dollars by missing one class every year?

1:0:50.540 --> 1:0:55.920
Clifford S Rossiter, Ph.D.
Because how is that part of the calculation when you're dealing with the risks that Walter was asking about?

1:0:57.720 --> 1:0:58.710
Alan L. Hersker
Cliff, I'm sorry.

1:0:58.720 --> 1:1:1.60
Alan L. Hersker
I heard about 1/3 of that question.

1:1:1.70 --> 1:1:5.330
Alan L. Hersker
There was some water running or a chainsaw, or some some noise.

1:1:7.270 --> 1:1:7.570
Clifford S Rossiter, Ph.D.
E hey.

1:1:9.460 --> 1:1:14.770
Clifford S Rossiter, Ph.D.
Basically put, you mentioned teaching 30 hours for chemistry and physics.

1:1:15.180 --> 1:1:16.810
Clifford S Rossiter, Ph.D.
The BA is 33.

1:1:17.120 --> 1:1:22.690
Clifford S Rossiter, Ph.D.
That's one course every other year, and you keep a significant amount of the students.

1:1:23.200 --> 1:1:30.930
Clifford S Rossiter, Ph.D.
Other departments are in similar situations where they're gonna be teaching a tremendous amount of the courses and it's not much more.

1:1:31.460 --> 1:1:35.850
Clifford S Rossiter, Ph.D.
How do those people who haven't been cut protect themselves in those cases?

1:1:36.20 --> 1:1:39.900
Clifford S Rossiter, Ph.D.
And how do we include those metrics in the calculations?

1:1:40.730 --> 1:1:41.960
Alan L. Hersker
Sure.

1:1:41.970 --> 1:1:44.540
Alan L. Hersker
You know, again, there's no B list list, right?

1:1:44.590 --> 1:1:46.830
Alan L. Hersker
You know, these are the programs that we're considering now.

1:1:47.790 --> 1:1:53.160
Alan L. Hersker
You know, Martin and I in faculty send an exec had a conversation about this.

1:1:53.170 --> 1:1:54.580
Alan L. Hersker
Just, you know, two hours ago.

1:1:55.320 --> 1:2:6.580
Alan L. Hersker
Umm, you know the uh, there actually is more than 30 credits in the chemistry BA there is I think 16 umm uh cognate courses.

1:2:6.630 --> 1:2:15.140
Alan L. Hersker
So you know, it's actually it's a 46 hour major, but again you know we we would have to work with that if there was a decision to keep the chemistry BA.

1:2:20.180 --> 1:2:21.480
Greg Gardner
OK, at this point.

1:2:26.290 --> 1:2:27.250
Greg Gardner
I don't know.

1:2:27.630 --> 1:2:29.160
Greg Gardner
President Smith junior team.

1:2:29.170 --> 1:2:33.640
Greg Gardner
Minus mine, taking another question or two, I know I promised you 5, but.

1:2:33.510 --> 1:2:34.860
Suzanne R Smith
I have the 5:00 o'clock evening.

1:2:35.750 --> 1:2:36.80
Greg Gardner
OK.

1:2:34.870 --> 1:2:37.960
Suzanne R Smith
So given the time frame that we were given.

1:2:38.840 --> 1:2:39.200
Greg Gardner
Alright.

1:2:40.340 --> 1:2:45.390
Alan L. Hersker
I I would you know, Greg, I'll happily stay, but I would prefer not to talk about individual programs.

1:2:48.310 --> 1:2:48.550
Greg Gardner
OK.

1:2:51.90 --> 1:2:51.540
Greg Gardner
All right.

1:2:45.400 --> 1:2:51.930
Alan L. Hersker
I think that's something that we need to do with the program, but if there's general questions, sure then.

1:2:51.550 --> 1:2:55.710
Greg Gardner
On that basis, Fatima, do you have a question?

1:2:57.330 --> 1:3:3.160
Fathima I Nazeer, Ph.D.
I actually have a comment to answer what's question I can off the top of my head.

1:3:5.630 --> 1:3:15.100
Fathima I Nazeer, Ph.D.
Remember, 322 students who double majored in biochemistry and biology chancellor Sodwana Sasha Rujawitz.

1:3:16.570 --> 1:3:23.60
Fathima I Nazeer, Ph.D.
The other student is Alex Hafler again Chancellor S award winner, Matt and Biochemistry.

1:3:23.70 --> 1:3:35.860
Fathima I Nazeer, Ph.D.
We actually had this quite a few number of students who double major in math and biochemistry, and it's actually, oh, a really good skill set to have with for the field of biochemistry.

1:3:36.810 --> 1:3:46.20
Fathima I Nazeer, Ph.D.
The reason I'm pointing this out is I worry that the we would the the quality of students we would attract to this campus.

1:3:46.960 --> 1:3:49.350
Fathima I Nazeer, Ph.D.
Ohh would be affected.

1:3:50.910 --> 1:3:59.870
Fathima I Nazeer, Ph.D.
Most of these students who double major in two silence uh managers are really top quality students.

1:3:59.880 --> 1:4:11.360
Fathima I Nazeer, Ph.D.
So one of the things I have trouble with in when I teach general chemistry is that the students were recruiting seems to be the quality of the students were recruiting.

1:4:13.450 --> 1:4:23.360
Fathima I Nazeer, Ph.D.
Seems to be going down and what I worry is that now when we don't have half the natural sciences, the quality of students we recruit might get even worse.

1:4:24.380 --> 1:4:24.610
Greg Gardner
OK.

1:4:23.410 --> 1:4:29.290
Fathima I Nazeer, Ph.D.
So it's not a question, it's a comment and something I'm noticing in general chemistry.

1:4:29.980 --> 1:4:30.360
Greg Gardner
Thank you.

1:4:31.100 --> 1:4:32.430
Greg Gardner
OK folks, I'm gonna call it.

1:4:35.0 --> 1:4:35.770
Greg Gardner
Thank you all.

1:4:36.260 --> 1:4:45.110
Greg Gardner
President Smith, thank you and your team for answering our questions and everybody.

1:4:45.120 --> 1:4:47.270
Greg Gardner
Uh, have a good evening.

1:4:48.290 --> 1:4:50.320
Suzanne R Smith
You can always feel free to follow up with the email as well.

1:4:53.40 --> 1:4:53.430
Greg Gardner
OK.

1:4:53.440 --> 1:4:53.800
Greg Gardner
Thank you.