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.