PSS Executive Committee Meeting
Thursday, September 15, 2011

Agenda
1. Call Meeting to Order
2. Approval of the Minutes
3. Welcome from New Officers
4. Overview of Middle States Accreditation
5. PSS Planned Events
6. PSS Initiatives
7. Planning Agenda Items for Fall and Spring
8. Old/New Business
9. Adjournment

Meeting Minutes
1. Call Meeting to Order
   Ann Marie called the meeting to order at 2:30 p.m.

2. Approval of Minutes
   The committee approved the minutes from the June 2, 2011, meeting.

3. Welcome from the New Officers
   Ann Marie welcomed the Executive Committee to the first meeting of the 2011-2012 fiscal year. Ann Marie also introduced the new officers—Laura Barnum as vice chair and Mary Henesey as secretary.

   She thanked Janiece Jankowski for being a wonderful mentor to her for the last few years. She also thanked everyone for being present for her and is honored to serve as PSS chair.

   Ann Marie also shared the activities/committees she has been asked to participate in as PSS chair:
   - Serve on the planning committee for the presidential inauguration, working on that for the past couple of weeks.
   - Offer welcome statement on behalf of UB’s professional staff at the investiture of President Satish Tripathi.
   - Serve on the university’s Budget Priorities Committee, which is a five-year term.
   - Serve on the SUNY Governance Committee which meets twice a year at the plenaries; Ann Marie will attend plenary at SUNY Purchase in October.
   - Attend Faculty Senate meetings and work with Ezra Zubrow to build a closer partnership and stronger relationship between the Faculty Senate and the PSS.
4. Overview of the Middle States Accreditation

Guest speaker, Jason Adsit, director of the Teaching and Learning Center, provided a detailed presentation about Middle States Accreditation and what UB is doing to prepare for the upcoming Middle States review. Kathleen Bissonnette, coordinator evaluation, assessment and planning with Student Affairs was also present.

What is accreditation and why does it matter?

- Accreditation occurs every 10 years
- Absent some external reason for looking at ourselves, universities would just do one thing after another with no accountability.

Aims of accreditation are two-fold:

a. Driven by the accountability movement; it’s intended to strengthen the integrity and quality of higher education by establishing and enforcing standards of excellence. Accrediting organizations have their own accrediting body. Eligibility for Title IV funds is contingent upon being an accredited institution in higher education. Federal funds for student loans and eligibility for many grants (including NSF and NIH grants) are contingent upon being an accredited institution.

b. Accreditation also encourages continuous self-improvement and involves a peer review process. The people who will be evaluating UB will be from like institutions and will be coming in as relatively informed observers. They will come from public research institutions from our region of the country. There will be approximately 10 people on the evaluation team; they will be presidents and past presidents, provosts, finance and assessment staff, and faculty members. It is set up as a true peer evaluation.

How does accreditation work?

There are three initial items we need to know about this process:

a. Organizations
   There are organizations that coordinate the evaluation. Accreditation in the United States is regional. Our region includes institutions in Pennsylvania, Maryland, Delaware, New Jersey, and New York. Members of our evaluation team will come from schools like University of Maryland, University of Delaware, Penn State, Temple, Rutgers, etc. UB will not be evaluated by any other SUNY institutions. The evaluation team will include a SUNY representative, but no one from Stony Brook or Albany will be on the team due to potential conflict of interest.

b. Standards
   We are evaluated against a set of standards. Middle States calls them the Characteristics of Excellence (these are available on the Middle States website at http://www.msche.org/publications/CHX-2011-WEB.pdf). Across the 14 standards, you see all aspects of the institution represented.

1. Mission and Goals: Middle States is a very mission-driven organization. The team will look at the institution’s mission and goals and ask how good of a job we’re doing to fulfill our mission. Any mission of a higher education institution involves research,
teaching, and service in some configuration. UB is a very strategic plan focused
institution and not necessarily a mission-focused institution; our strategic plan is very
well known.
2. Planning, Resource Allocation, and Institutional Renewal: How do we use our money?
3. Institutional Resources: How do you use the resources you have at your disposal—for
research, buildings and grounds, faculty? How do you prioritize decision making for the
allocation of those resources? What decision making process do you use on an
institutional level and at the level of your specific unit to make decisions about budget
allocations, workload allocations, etc. UB is very decentralized and we will have to
account for that. We will have to account for how what we do is tied to the mission of
the institution.
4. Leadership and Governance
5. Administration: How are you set up and how do you run? What is the organizational
structure?
6. Integrity: How do you help maintain integrity in terms of finance and administration,
policies and procedures that you have for workforce integrity? How do you deal with
student plagiarism issues and academic integrity? What are the policies and procedures
you have in place at your institution to maintain integrity?
7. Institutional Assessment: What they’re asking for in institutional assessment is very
specific data on how you make decisions across the institution. What data do you collect
on your operations to help inform and drive decisions? This will be for the entire
institution and academic support units in which we work.
8. Student Admissions and Retention: How do we recruit students, get them in, orient
them, and provide support and assistance to them while they are here?
9. Student Support Services: They want to talk about the broad range of student support
that we do. What supports do we have in place to help them with their experience at
the institution—not only academically, but socially and operationally?
10. Faculty: Are your faculty appropriately credentialed and trained? What are the standards
you use for recruiting, hiring, promoting, tenuring, and maintaining faculty? What
programs do you have in place to help keep faculty at your institution? What are the
metrics you use in terms of awards, endowed chairs, etc? What data do you collect on
your faculty to find out about their satisfaction, the institution, what areas they see for
continued growth and improvement at the institution level and at the department
level? UB recently did a survey through the Vice Provost of Faculty Affairs called The
Coach survey in which faculty were asked a broad range of questions about their
experience at UB. Results are benchmarked against peer institutions across the country.
UB did quite well; we’re seeing growth and improvement with our faculty and their
satisfaction with how their world works here including workload allocations, teaching
load, research support, representation of women and historically underrepresented
populations, recruitment, etc. We’re collecting a lot of data in this area.
11. Educational Offerings: What are the broad ranges of offerings that UB has? Full time,
part time, graduate, professional development, internal, external? We have to catalog,
document, and analyze all of the offerings we have across the institution.
12. General Education: Rethinking general education here at UB and across the country to
make it a more coherent part of a student’s education. Middle States will ask questions
about general education at UB: Why do we have it? Why do we think it matters? What
do students think of it? What’s the point? What is the purpose of a general education
system at this institution?
13. Related Educational Activities: This has to do with our off-shore programs, continuing education programs, online programs. To what extent can you provide evidence that your online and off-shore programs are of the same quality, rigor, and have the same support as all of your traditional face-to-face programs? Right now, we are not sure what evidence we can provide of this. We are working with units like Engineering, Millard Fillmore College, the Graduate School of Education, and the College of Arts and Sciences to get a better picture of not only where we are but how we can be better coordinated. We have reached a point where we need to have a campus-wide conversation.

14. Assessment of Student Learning: Pressure put on accrediting organizations for more accountability. The Council of Higher Education Accreditation (CHIA) put pressure on the regionally accrediting bodies to become tougher about assessment. In some respects, they are trying to make higher education to look a little more like K-12. There is a new found focus on collecting the types of information that we’ve collected in the past to talk about ourselves. The numbers that we typically collect and publish include graduation rates, retention rates, faculty-student ratio, research budgets, grants, new faculty hires, faculty publications, GRE scores, SAT scores, library collections, etc. Those numbers are good but not good enough. Many of the numbers we use as points of pride (in admissions, development, alumni relations) and that drive our decision making are not enough for accrediting organizations, and they are asking for more. Assessment of student learning is a larger challenge in its own right. Middle States makes a distinction between indicators of academic achievement (placement rates, number of scholarship winners). They want to ask academic departments the same questions they will ask the institution. What are your goals and outcomes? What do you expect students to know and be able to do by the time they graduate and how will you prove it? How are we going to demonstrate that the students who go through our programs are getting the skills we believe are important for our discipline? For many academic departments this is a big culture shift.

**Evaluation Process**

1. Self-study: Utilizing the 14 standards, we ask ourselves a series of questions and tell Middle States in advance how good of a job we think we’re doing. The expectation is that we are brutally honest with them about us. It is always better for us to identify our challenges out in front than for them to come here and find out that we’re trying to minimize challenges that are actually fairly great. We have roughly 125 people from across the institution participating in this self-study process. There are people clustered around each one of the standards asking those questions, looking at documentation, and comparing Middle States standards to what we do. They will provide recommendations that the institution will have to take a look at because we’ll need to implement some of these changes.

2. Evidence: We have to show them the evidence that we have about what we’re doing. It’s basically a 100-page document with 1,000 pieces of evidence. Evidence can be anything from copies of our catalog, resource management compact, syllabi from general education courses, etc.

3. Visit: In academic year 2013-2014, UB will send out a copy of our self-study and we will make a digital version of our evidence room available to Middle States. Probably during the spring of 2014, the site team will visit the school for about five days. There will be 10 people on the site visit team. We have some measure of control on where they will go, but they
can pick and choose where they want to go. They are going to talk with students, faculty, staff, community members, and administrators, and they’re going to ask a whole series of questions regarding all 14 standards. They will examine the evidence and try to find gaps. They will do intense visits with our budget/finance people, our faculty and academic departments, the university leaders, but then they will spend the remainder of their time walking around and talking with all of us.

Why does it matter?

Do we need to take it seriously? Yes. Title IV funds hang in the balance. Eighty percent of institutions going through Middle States accreditation are getting dinged. Stakes are real and high. Reviewers are under much more pressure than they were in the past to be more than just a critical friend. In recent commission actions, only 41 institutions had their full accreditation reaffirmed, all the rest had some measure of challenge—warnings, probations, etc. They are pushing harder than in the past.

Looking just at SUNY institutions during the timeframe of March 2005-November 2009, no assessment issues were found for only 13 institutions, progress letters were requested for three, monitoring reports requested for seven, warnings issued to two institutions.

In November 2009, Middle States told UB that we needed to submit a progress letter—that category is now changed to progress report. This report is due October 1, 2011 and will specifically document institutional and student assessment. Mike Ryan has spent much time working on the progress report, which just recently became ready to be circulated. Deans have had it for awhile as have the vice provosts. Now the report needs to be circulated to a wider body for a peer review on campus before it’s submitted to Middle States Accrediting body. Most of the issue isn’t that we’re not doing assessment; it’s that we’re not documenting the work. We do a lot of the things that are asked for.

What is the big deal?

Assessment: Not only are there two standards (#7 and #14) that specifically address the issue of assessment, but the issues of assessment cuts across all standards. (For example: What assessment measures are you using to measure faculty effectiveness?) They will ask how we assess what we do in all areas.

The challenge for us is to provide evidence and reliable information that demonstrates how we are measuring our goals and using that information to achieve our mission.

Cycle of assessment

- Define goals
- Measure and collect data
- Assess the data
- Correct deficiencies
- Program improvement

This is a very business-oriented model. What are your goals? How do you measure your achievement of those goals? What do those results tell you? What decisions do you make based on those goals. The expectation will be that all of the academic and academic support units will be able to talk about how this process works in terms of what they do to support the academic enterprise or to further the academic enterprise.
On campus examples:

- Elizabeth Colucci mentioned that the Honors College just did a self-study with external evaluators—an interesting and intense process.
- Ann Marie Landel mentioned that Gardiner recently came in and did an assessment on the IT services we provide. During the assessment, they asked for data such as number of work stations, number of printouts, response times, etc.

How do we do this kind of planning for the short-term, medium-term and long-term planning? We’ll have to lean on each other to gather all the information needed for the review.

Jason suggested that professional staff take this information back to their units and ask what they are doing to learn more about their effectiveness, to initiate programs, or to compare themselves with other groups of the same type. HUB did a lot of this sort of work when they were building the system. Getting an environmental scan of all this information is hard to get your arms around.

**UB’s Process**

**What is UB doing to prepare for its upcoming review?**

- Fall 2003: Last Middle States visit, we were reaffirmed.
- Shortly after Fall 2003: Middle States changed the standards and the process and ramped up expectations.
- November 19, 2009: Middle States requested Progress Letter.
- October 1, 2011: UB will submit the Progress Letter to Middle States.
- Fall 2011: Mike Ryan will submit the self-study design to Middle States; this is essentially the proposal phase. This document is about 75 pages.
- 2012: Mock review where Middle States evaluators will come to campus, review our documentation, and give us feedback on where we sit. We will have them focus primarily on assessment and on general education. The format will be similar to Comprehensive Program Review. Mock reviews are becoming more commonplace; it’s good practice. It gives us enough time to address issues identified in the mock review before the site visit.
- 2012-2013: Collect evidence that the institution meets or exceeds Middle States standards and ultimately submit the self-study materials to Middle States.
- 2013-2014: Evaluation team will visit sometime during the academic year.

**3 critical groups for this process:**

- Core Planning Group: Jason Adsit, Kathy Bissonnette, Mike Ryan.
- Working Teams: Six teams clustered around groups of the 14 standards; each team is roughly 20-30 people who will do the self-study. This is a great way to learn about the university if you are interested in participating.
- Evidence Teams: People who have the local knowledge and documentation about individual area. We are the experts at maintaining information about what we do across the institution. It is incumbent on all of us to share the information we need to account for what we do. We are the evidence.

**UB’s internal timeline:**
• 2011-2012: Do self-study, address issues of assessment, start implementing our processes.
• 2012-2013: Review and implement program-improvement efforts.
• 2013-2014: Middle States site visit.

What can we do to help?

• Read the standards and understand where your unit fits in the big picture. What can I compile to answer the question of how is what we do related to the mission of the university in terms of research, teaching, and public service?
• Make sure the core planning group and working teams are aware of your unit’s programs, initiatives, and documents.
• Get involved to the best of your ability. Knowledge of UB is housed in our cognitive real estate.

Questions

Has this presentation been given to other groups?

Are all senior leaders aware of the process changes, expectations?

Mike Ryan has regularly briefed deans, vps regarding Middle States for the better part of a year. He has regular meetings with the Provost.

Similar presentations have been given to the members of the working team. Mike Ryan just met with the College of Arts & Sciences department chairs under the auspices of the dean.

Awareness: Yes, university leaders are aware that the standards have changed, that the old way of doing this process will no longer suffice, and that the renewed focus on assessment has placed us under the watchful eye of Middle States. That message has been consistently delivered.

President Tripathi has a very clear understanding of what’s involved and where we are. The interim provost, Harvey Stenger, comes from the School of Engineering where they do ABET accreditation (a very intense process), so he has an appreciation of the process. The Deans have been briefed and are well aware. Their response: We have a lot coming at us, where are we supposed to fit this within our current responsibility – students, teaching, research, faculty development, etc.

Would the Faculty Senate or the PSS ever be assessed for their support of the mission of the institution?

The senates will play a role in assessing the governance of the institution. The fact that we have the senates, how they operate, their role and influence, the types of decisions they make, their role in the larger governance process of the institution, will all be explained, talked about, and evaluated.

What can the senates do? Help provide leadership; talk about what documentation we could provide and collect to help support this effort. Think about ways in which you can you provide leadership for your areas on the critical tasks that we have, particularly as it relates to institutional assessment and how we evaluate our operations for academic support and planning and how we support student learning. A lot of student learning happens outside of the classroom in labs, co-curricular activities, clubs, internships, etc.
Kathy Bissonnette is going out to the academic support units and working with leaders in those units to develop assessment plans for each unit. Most do operate on a business model (more or less). Supporting it, talking about it, making it real, using your knowledge, how what you do relates to the mission of your unit and the mission of the university.


**What happens to the institution if we get put on probation or if we get a warning?**

We are working very hard to ensure that that is not the case. The problems that would cause major issues with Middle States are typically related to budget and finance or governance. In the middle, however, are the institutions that got dinged as a result of the issue of assessment. More often than not Middle States will say they want to see continued growth and improvement in these areas. They can do a follow up visit two years later. In addition, they can ask for detailed reporting three and five years out that specifically addresses those issues. A lot of incredibly bright people across this institution are working on the questions regarding assessment.

Think about our primary goal of academic excellence. If we were to not be reaffirmed, it would have negative impact on UB’s reputation and UB 2020 and would not do anything to help our flagship status, and not help us recruit students (especially the quality students we’re looking for). It would negatively affect UB.

During the accreditation process, we will tell a story that is true to who we are. Part of the process is to educate Middle States about how the university operates. Remind them that they are in the business of peer evaluation and that they over-extend their mandate when they start dictating to the institutions. They heard this message from Cornell during their recent re-accreditation process.

**Why can’t student grades serve as assessment of student learning?**

Grades, as Middle States sees it, are not always a full reflection of the learning that is taking place in a class. We talk about grade inflation a great deal in higher education. That debate and well-established data fly in the face of saying that grades are a good measure of how much students are learning. They will say grades can be part of the assessment plan, but you cannot base your entire assessment of student learning on grades. There will need to be considerably more detail, for example, what differentiates an A from a B in a class? What really differentiates the two students in terms of how much they learned?

Grades will be part of it, but not all of it. There are lots of other ways to measure learning in a given course. What are the grades tied to?

**Do we do follow up with our graduates to find out if we gave them what they needed during their education?**

Some units do. Institutionally, we do not; it’s not a regular practice. We do a triennial student survey through SUNY, where they ask specific questions about how much students learned. There are problems with self-reports on how much you learned in a given class. We have some of those measures. It is difficult to measure how much you’ve learned.
Some questions include asking students how did everything they experienced as students help them later on in life and gathering self-reports on the overall value of the education to the individual including living arrangement, co-curricular activities, etc.

Institutional Analysis conducts a senior exit survey and those issues are addressed there. Again it is self-report data but it’s the best we have at this point. In addition, every five years, they do a survey with Career Services to students one year after graduation. It may not be enough, but it gives us some indication of how our students feel about their education. Some of the professional schools do surveys to help them drive curriculum changes—questions are more about degree, curriculum, and courses.

Middle States will ask what we've done about the data you receive from the surveys. What changes have been implemented as a result of this information?

_to what degree do they assess the success of development as a reflection of the quality of the experience a student gets here? Loyalty/commitment to the institution?_

To what extent does UB’s development office see gift giving and contributions to the annual fund as a reflection of their overall experience? They would turn the question back on us. They will assess it in terms of how we make decisions. How does it matter to you? They have not set any metrics for us. Do we consider increasing development a reflection of our doing a good job educating the students we bring in? This would be a question for the Development Office, but this is included as part of the assessment.

5. PSS Planned Events and Committee Work

_Welcoming Committee_
- Welcoming reception on September 9, 2011.
- President Tripathi attended and gave a beautiful speech.
- About 35 employees attended.
- Many signed up for committee work; they want to get involved.
- Laura Yates and Anne Marie Swartz chaired the event; they did a great job.

_Celebration of Academic Excellence for Faculty and Staff_
- Sent out an email about this event which will be held on Monday, 9/19/11 at 3:00 p.m. in the Center for the Arts.
- Please attend if you can; need to RSVP.
- We will be celebrating by giving medals to Chancellor’s awards winners.

_Presidential Inauguration_
- Inauguration is week of September 19, 2011.
- There is a different theme every day leading up to the investiture on Friday.
- Greener Shade of Blue & You is on Wednesday: The committee has worked very hard planning the event. Email sent out announcing the event along with an ad in the Reporter. Janiece Jankowski commented that the event has a great location in the Student Union. There will be 37 vendors including the Buffalo Zoo and Aware; it will be a mixture of campus and local vendors. Outside will be Pride of NY and Campus Dining and Shops. Pam Rose mentioned that you can bring expired or unused drugs to recycle appropriately; the School
of Pharmacy and Pharmaceutical Sciences is offering this recycling. Cell phones and battery recycling will also be available.

UB Bulls Homecoming Game
- PSS sponsoring a tailgate for UB Bulls Homecoming game on Saturday, 9/24/11 at 3:00 p.m. in Slee B lot. The game starts at 6:00 p.m.
- PSS will provide hot dogs, hamburgers. Please bring a dish to share.
- There will be 3 tents, 3 grills.
- Discount tickets available to PSS for $10; children under 5 are free.
- Several emails sent about the tickets; 30 tickets sold so far.
- Warde Manuel will be at the General Membership meeting. A couple UB Bulls players may also attend, and Katy Ryan will be selling tickets at the General Membership meeting.

PSS Newsletter
- Sent out first newsletter on September 6, 2011.
- Planning for the next issue, follow up on Greener Shade of Blue, bus tours, Have You Met recognition.
- Newsletter is meant to provide snippets of what’s going on and drive people to the website.
- Feel free to send ideas for the newsletter.

Staff Development Committee
- Bus tour for medical corridor, October 13, 2011, 1½ hour tour.
- Asked if PSS can support the cost of the tour, 2 buses would be $50. Executive Committee approved this expenditure.
- Other upcoming tours include the new engineering building and Greiner Hall.
- In the spring, the biannual professional development event will take place.

Awards Committee
- Ellen Dussord is co-chair; still looking for another co-chair.
- Awards Luncheon will be on May 16, 2012, in the Center for Tomorrow.
- 1/18/12: Chancellor’s award packets due.
- March 2012: Professional staff award packets due.
- Working on how we can provide better instructions on providing complete information in the packets.

Diversity Committee
- Planning a diversity potluck lunch on November 3, tentative date at this point.

Mentoring Committee
- Developing information to add to the PSS website.
- If anyone is interested in becoming a buddy for new members, let Ann Marie know and she’ll connect you with Nancy Battaglia.

Marketing & Communications Committee
- Busy with emails about upcoming events.
- New people interested in joining the committee, so they will schedule a meeting in October to reconnect.

Website Committee
• Suggestion made to remove committee meeting minutes from the site. Keep only the current year and drop the older ones. Put a statement that says committee minutes are available in the PSS office.
• Check the stats for these pages before making a final decision; check to see if any old ones are ever accessed.
• Include more information on committee pages about their initiatives. For example, include past award winners on the Awards Committee page.
• Use the newsletter to drive traffic to the website/committee pages. Include committee listing as a standard item.
• Laura asked if PSS has a blackboard site. Establish one to archive minutes, internal access, have discussions, could help facilitate committee work, for example for the Marketing & Communications Committee.
• DomenicLicata said that as a new senator he would like to see what the committees are working on to see what he would like to participate in.
• Sandra Pfohlman noted that the committee pages don’t really give enough information about what’s going on, what the committees want to achieve, their initiatives.
• Phyllis Floro mentioned that we should remind the committee chairs to update their minutes.
• Add a statement to each committee page that we’re looking for new members.

6. PSS Initiatives

Six Sigma
• Janiece Jankowski attended a Six Sigma orientation through the United Way. She then created a project charter and will participate in the process for the next three months. This project charter addresses developing a better and more efficient way to schedule student workers and manage a 24-hour operation.
• In addition, Arlene Kaukus implemented a new process for announcing positions in Career Services. Arlene has volunteered to take on this initiative to develop and promote plan.
• Let Ann Marie know if you’re interested in joining Arlene in this initiative.
• What is Six Sigma? It is basically a tool where you become trained on how to look at and evaluate processes and see if you can do them better.
• Engineering department students are looking for projects they can work on; they have gone through the Six Sigma training.
• Pam Rose asked if they can be community outreach programs.

Meeting with President Tripathi
• Ann Marie and Janiece met with President Tripathi in the summer.
• He is interested in doing a climate survey to get an idea of what’s going on campus and how people feel. Let Ann Marie know if you’re interested in working on this. Human Resources will also be involved in this.

Everywoman’s Opportunity Center
• We will be sponsoring a clothing drive later in the year. Save your business clothing!

Big Brother/Big Sister of Erie County
• Danielle Vegas, a PSS senator, has been a Big Sister for over a year and would like to talk with PSS members about becoming a Big Brother or Big Sister. Currently 600 kids are looking for a Big Brother or Big Sister in WNY.
• Ann Marie and Amy Myska from Human Resources talked about this to make sure our volunteer efforts aren’t overlapping. Danielle and Amy will present at a future General Membership Meeting.
• Ann Marie mentioned that it is important for PSS to reach out to the community.

Area Meetings
• The Area Meetings initiative began last year with some fantastic meetings. Senators need to come up with dates and ideas for area meetings.
• Ideally they should hold one meeting in the fall and one in the spring.
• Work with other senators in your area to plan the meetings.
• Ideas: attend the University Club on Wednesdays, meet for coffee, have a speaker, go to happy hour, go to breakfast.
• Erin Lawless asked how to contact everyone. Can senators get email lists? Ann Marie suggested Senators email Anna; she can help with emails to Areas.
• Budget for the meetings is $50 per semester.
• Use the meetings to let people know what PSS is about. Share the Prezi on the website—show the organizational chart to help people understand where we fit into the overall university structure.
• Domenic Licata asked how to find out who the other senators in his area are. Ann Marie suggested Senators check the website where all Senators are listed.
• Be sure to ask the officers to attend.

Recommendations of PSS members for decanal reviews
• Interim Provost Harvey Stenger is seeking 15 professional staff recommendations and 15 faculty recommendations (provost will select half of them) to serve on a committee for Decanal reviews.
• Time commitment would be one - two hours per week over the course of the next couple of months.
• Send Ann Marie recommendations by 9/30/11. Pam Rose suggested Gary Byrd.
• Janiece Jankowski mentioned that participating in this type of committee allows you to become an integral part of the process and learn more about the university.
• Ezra Zubrow mentioned that this is very important. It is the first time that a Provost has come to the senates and asked for help.
• There is a great deal of money and power in the decanal units. This is a great way to get involved.
• This type of review happens every five years and is a very important position and a fantastic opportunity.

Executive Summary
• Executive summary is on the PSS website and includes our goals and strategic plan for 2011-2012.
• Several goals are:
  o increase attendance at meetings and events and active membership
  o mentoring committee
  o continue work of diversity committee
hold biannual staff development conference in the spring
hold area meetings
build strong relationships between PSS and other campus departments and organizations
implement staff recognition program

7. Planning Agenda Items for Fall and Spring
   • Amy Myska from Human Resources will speak at the October General Membership Meeting.
   • President Tripathi will speak at the November General Membership Meeting.

8. Old/New Business

   There was no old/new business discussed.

9. Adjournment

   Meeting adjourned at 4:40 pm.
## Attendance

### Area I—Health Sciences

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<tr>
<td>Shaun Hoppel (EC)</td>
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<tr>
<td>Kimberly Krzemien</td>
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<td>Vita Milisauskas</td>
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<td>Barbara Mulvenna</td>
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<td>Jillian Reading (EC)</td>
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<td>Christine Stumm</td>
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<td>Cassandra Walker-Whiteside</td>
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### Area II—Core Campus Academic Units

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<td>Thomas Albrechinski (EC)</td>
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<td>Donna Banach</td>
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<td>Michelle Chasse</td>
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<td>Paul Hutchings</td>
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<td>Domenic Licata</td>
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<td>William Mcdonnell</td>
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<td>Sarah Piraino (EC)</td>
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<tr>
<td>Margie Poniatowski</td>
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<tr>
<td>Danielle Vegas</td>
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### Area III—Student Support Services

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<tr>
<td>Kristina Costanzo</td>
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<td>Elizabeth Colucci</td>
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<td>Shanna Crump-Owens</td>
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<td>Arlene Kaukus</td>
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<td>Jeff Kujawa</td>
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<td>Susan Mann Dolce</td>
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**Area IV—University Support Services**

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<td>Miranda Ashby</td>
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<td>Pam Rose</td>
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**Area V—University Administration**

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<td>Donna Czaja</td>
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<td>Sharon Harezga</td>
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<td>Donna Malecki</td>
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<td>Angie Rzeszut</td>
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<td>Julie Wesolowski</td>
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<td>Lee Zak</td>
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**Officers**

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<td>Ann Marie Landel</td>
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<tr>
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**SUNY Senators**

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