



EXECUTIVE COUNCIL RESPONSE

TEAM: Student President Select Task Team

CHAIR: Drs. Cleary and Stearns

EC SPONSOR: Dr. Elvira Szigeti

RECOMMENDATION NO.: 1.3 Library needs facilities for snacks and beverages in evening hours.

Date: Response due to EC Sponsor by September 7, 2007

FORM COMPLETED BY: Cristina A. Pope

Additional staff assigned:

Mary Grace VanNortwick

James Nicolosi

RESPONSE STRATEGY:

I consulted with Mary Grace VanNortwick and James Nicolosi regarding building expense, subsidy expense, operational policies of a food bar, and potential interest of independent companies such as Starbucks, Seattle's Best, etc. The Library Advisory Committee also was consulted.

Conclusions:

1) A coffee bar, a.k.a. Starbucks, is not feasible. It was reported that such a bar requires a minimum customer base of 14,000. Since our population is significantly less, it was estimated that we would need to subsidize a Starbucks like bar at the rate of \$4 – 7k monthly. This subsidy does not include initial start up expenses.

2) An *Honor* food bar could be implemented but is not recommended. An *Honor* bar would consist of custom cabinetry installed in the Library across from the Single Services Desk. The bar would provide coffee, beverages, and food products purchased from Food Services. It is termed an *honor* bar because product distribution is not controlled. Customers are free to walk up to the bar, make a selection, and then walk over to the Library Single Service Desk to make payment. It was assumed that the Library would not add a surcharge or undercut the prices of Food Services, i.e. the Library would not make a profit from this service.

CONCERNS

1. Food & beverage products would not be behind a service desk. Though the proposed bar site is within line of site of the service desk, there remains the potential for significant theft, possibly several hundreds of dollars weekly (based on rate of current losses experienced by Food Services). This expense would need to be subsidized. Note that coffee product packages could be sold at the Library's Single Service Desk – minimizing losses from this service.

2. Library evening and weekend staff would need to be increased so that the Library could guarantee staff member availability to monitor the *Honor* bar and process any transactions on a timely basis and continue to provide the services currently offered at the Library.
3. There is also concern that having the *honor* bar in the Library could result in an increase in security issues/events that would affect Library customers' perceptions about the safety of the facility and also result in more frequent calls to Public Safety for assistance with security issues.
4. Food products may remain at the bar for 2 days only. Delivery of food products on weekends and holidays would need to be from the hospital as the 9th floor WH facility is not open on the weekends. If Library staff pick-up product, it is necessary to add an additional staff person to the Library staff to ensure that we can maintain operational coverage at the Library while sending a staff member out to pick up product. If hospital food services staff deliver product, there is the potential for late and non delivery depending upon service requirements and staffing levels there.
5. The Library Advisory Committee recommends against the *Honor* food bar.

3) A higher end coffee machine can be installed with the product located behind the Single Service Desk. This meets the need for access to better coffee and prevents product theft. There are several beverage and snack vending machines adjacent to the lounge on the first floor of WH – a short walk from the Library. These are accessible during all Library hours. As such, additional vending machines located in the Library are probably superfluous.

4) The Library currently

TIME FRAME:

Purchase of Coffee Machine – immediate upon approval.

Purchase of coffee product – immediate upon approval.

Available for use upon delivery and installation.

Installation of *Honor* Coffee Bar – est. 6 months from date of approval.

Design front for refrigeration unit.

Purchase refrigeration unit.

Order materials.

Build Cabinetry.

Develop policies & procedures in collaboration with Food Services.

Recruit Library Staff.

Train Library Staff.

RESOURCES:

Food products would be 'requisitioned' from Food Services.

Federal Case would be used to display freshly made foods and some beverages.

Coffee Machine is Flavia C400. Can adapt to collect \$'s or pay separately.

Soft Drink Cooler would be provided by Coke or Pepsi as long as their products only would be in it.

Snack merchandisers/smallwares include racks for cookies, chips, condiments etc.

|| Cabinetry to house the federal case would be designed and constructed by Upstate.

|

REPORTING MECHANISMS:

Library	Food Services
Nancy Burtis	James Nicolosi

Nancy Burtis, Access Services, and her staff would be responsible for the daily operations of a coffee machine and/or *Honor* Food Bar. Inventory management & pricing would be coordinated with James Nicolosi.

PERFORMANCE MEASURES:

Track sales of product.
Track loss of product through daily inventories.

Order product type and amount based on previous sales and by customer request as feasible.

FINANCIAL ANALYSIS ASSIGNED:**Honor Food Bar****Start – Up Expenses**

Federal Cooler – \$3,500 - \$5,000

Coffee Machine (Flavia C400) – **\$1,500**

Signage & Smallwares – \$1,500

Cabinetry Installation – \$10,000

Ongoing Expenses

Business license - \$250 est.

Subsidy for theft – \$100 – 300 / week

(based on current losses of
Food Services) – \$5,200 – 15,600 / annually

Addition of 56 hours of staff
time per week.

Could use student assistants – \$7.15 per hour
– \$18,500 / annually

DATE of EC Approval:**NEXT STEPS:**



EXECUTIVE COUNCIL RESPONSE

TEAM: Student President Select Task Team

CHAIR: Drs. Cleary and Stearns

EC SPONSOR: Dr. Elvira Szigeti

RECOMMENDATION NO: 1.6 Provision for students to park in A lot during evening hours for safe access to Library. Explore alternate parking in the evening and on weekends.

Date: Respond to EC Sponsor by September 7, 2007.

FORM COMPLETED BY: Mr. Richard O'Shea

Additional staff assigned:

Juliann Shanley, Frank Tees

RESPONSE STRATEGY:

The Parking Committee received advance notice of this request and addressed it at the 6/27/07 parking committee meeting. An excerpt from the minutes: "An outcome of engaging excellence was to request access to "A" Lot in the off hours. The committee unanimously voted to keep the gate up for employee use after 4:00 PM and on weekends. Use will be limited to those who have registered in the parking system."

TIME FRAME:

Fall '07

RESOURCES:

None

REPORTING MECHANISMS:

None

PERFORMANCE MEASURES:

N/A

FINANCIAL ANALYSIS ASSIGNED:

N/A

DATE of EC Approval:

NEXT STEPS:



EXECUTIVE COUNCIL RESPONSE

TEAM: Student President Select Task Team

CHAIR: Drs. Cleary and Stearns

EC SPONSOR: Dr. Elvira Szigeti

RECOMMENDATION NO: 1.7 Eliminate smoking on Adams Street.

Date: Response due to EC Sponsor by September 7, 2007.

FORM COMPLETED BY: Mr. Phillip S. Schaengold, JD
Additional staff assigned: Mr. Ron Young, Mr. Dan Hurley

RESPONSE STRATEGY:

Government Relations and University Legal Counsel have been working with City of Syracuse officials to facilitate the passage of legislation to prohibit smoking within 100 feet of the entrance of a healthcare facility. To date, there has not been a willingness to proceed but discussions are ongoing.

TIME FRAME:

Year-end 2007

RESOURCES:

Dan Hurley and Regina McGraw

REPORTING MECHANISMS:

EC

PERFORMANCE MEASURES:

Legislation passed

FINANCIAL ANALYSIS ASSIGNED:

None needed

DATE of EC Approval:

NEXT STEPS:



EXECUTIVE COUNCIL RESPONSE

TEAM: Student President Select Task Team

CHAIR: Drs. Cleary and Stearns

EC SPONSOR: Dr. Elvira Szigeti

RECOMMENDATION NO: 1.8 Inclusion of students in design of new/renovated space
(Add student representatives to design reviews.).

Date: Response due to EC Sponsor by September 7, 2007

FORM COMPLETED BY: Ms. Mary Grace VanNortwick

Additional staff assigned:

None

RESPONSE STRATEGY:

Initiatives are already underway to include students in the design of new or renovated space related to the teaching environment. A recent example of this is when a student design team participated with Facility Design Services to upgrade the Weiskotten Hall south entrance lobby. Though student input was solicited on prior projects such as the Setnor Building and teaching auditoriums a formal invitation could be extended to include an established recognized student design team on the project planning teams for space related to the teaching environment.

TIME FRAME:

Immediate

RESOURCES:

The student government body could select a student design team consisting of four to five members who would join current staff assigned to capital projects.

REPORTING MECHANISMS:

Facility Design Services would serve as the contact office for the student design team.

PERFORMANCE MEASURES:

FINANCIAL ANALYSIS ASSIGNED:

None

TE of EC Approval:

NEXT STEPS:



EXECUTIVE COUNCIL RESPONSE

TEAM: Student

CHAIR: Lynn Cleary

EC SPONSOR: Drs. Bonner & Szigeti

RECOMMENDATION NO: 1.9 & 2.6

1.9 Conduct “How’d we do?” and “What if?” sessions with students to provide for continuous feedback and evaluation of student needs, use of space, improvements needed.
2.6 Institutionalize/standardize an annual process/procedure for soliciting student feedback which includes members of student affairs, marketing, and serves all four colleges.

Date: 10.19.07

FORM COMPLETED BY:

Lynn Cleary, and Undergraduate/Graduate Student Council, Leah Caldwell, Joe Smith

RESPONSE STRATEGY:

1. The new Dean of Student Affairs (DSA), Dr. Julie White, will be charged with these responsibilities. She will be able to tap on existing structures to accomplish this goal and will likely identify new mechanisms. We will leave ultimate decisions about how to accomplish this to her, and suggest she consider the following:
 - Tap into student government structures (e.g., class officers from all colleges, officers of the Undergraduate and Graduate Student Councils) as a student advisory group (formal or informal). She could meet regularly with this group to obtain student feedback, and then forward issues from each meeting to appropriate groups for action. Those charged with responding would be invited to attend the next meeting to report on findings and actions taken.

- Work with Leah Caldwell (Marketing) and deans (see below, and response to 7.1) to conduct and/or analyze regular surveys of students in all colleges to identify needs and to assess responses to needs.
2. It should be possible to tap on other committed administrators and other mechanisms already in place (or evolving) to facilitate this work.
- Dr. Smith has indicated that he would like to have annual (perhaps bi-annual) meetings with the class officers, and he holds open “town hall” style meetings with all students to enhance communication. These are excellent opportunities to invite additional administrators who are primarily focused on the themes of “Students as Customers,” to hear student concerns and provide feedback.
 - There are existing processes within each college for soliciting student feedback. The Program Review and Planning Group (PRPG, Student Recommendation # 7.1) will review these processes and data gathered. If there are identified weaknesses, the PRPG will work with the appropriate college(s) to identify mechanisms for improvement. Since the PRPG will be comprised of representatives from student affairs, all colleges, and marketing, it can devise an organizational strategy for sharing and utilizing the student feedback information. This information will inform our admissions strategy, help implement a strategic enrollment management process, and enhance the student experience at Upstate.

TIME FRAME:

- This effort should be coordinated by July 2008/09 academic year.
- In recommendation 3.4 & 7.1, we recommend that the Program Review and Planning group become operational in spring 2008.

RESOURCES:

- There may be modest costs associated with survey administration, data analysis, report generation, refreshments for meetings. These should be identified by spring 2008 and incorporated into budgeting for Student Affairs and/or Marketing.
- Administrative time of Dean of Student Affairs, members of the Program Review and Planning Group.

REPORTING MECHANISMS:

- Dr. White, Dr. Cleary, Ms. Caldwell. Dr. White will take recommendations from students, surveys, town halls, etc. to appropriate individuals for follow-up action. These individuals will report back to her or at appropriate student or faculty meetings.
- The PRPG will report to the President or his designee; recommendations from this group will be shared with Dr. White, and faculty and staff in the appropriate program(s).
- Information gathered from the sessions of both groups will be shared with the president’s leadership council, faculty governance organization, administrators, etc.

PERFORMANCE MEASURES:

Dr. White and PRPG will identify annual goals to address student needs identified in methods outlined above. Student surveys, focus groups, and responses of the SAG will be used to assess progress toward these goals.

FINANCIAL ANALYSIS ASSIGNED:

Cost includes staff time but no new FTEs, survey software which is already available, occasional cost of meals for meetings, town halls. Estimate \$2,500 per year.

DATE of EC Approval:

NEXT STEPS:

Dr. Cleary to discuss recommendations with Dr. White.
Dr. Smith to charge PRPG (see response to 7.1).



EXECUTIVE COUNCIL RESPONSE

TEAM: Student

CHAIR: Dr. Lynn Cleary

EC SPONSOR: Hugh Bonner

RECOMMENDATION NO: #2 (1)

Date: 9-4-2007

FORM COMPLETED BY: Eric Frost

Additional staff assigned: Lynn Cleary, Phil Schaengold, Barbara Riggall

RESPONSE STRATEGY:

The Clinical Enterprise Engaging Excellence recommendations also refer to customer service. Consider combining this recommendation with Clinical Enterprise 1H and 4A into a general “customer service” program that encompasses students, patients, etc. as our customers.

Clinical Enterprise Recommendation 1H: Provide “Patient First” training refresher to all employees 3 months after initial training.

Clinical Enterprise Recommendation 4A: Ensure orientation and ongoing training for all clinical staff that creates the expectation for excellent customer service, empowerment to problem solve, appropriate job specific training, and a focus on productivity and accountability.

Video at New Employee Orientation (NEO): The NEO video which overviews SUNY Upstate Medical University is being revised and will include a piece related to “students.” Should also consider adding the same information to Faculty and Resident Orientations.

UPDATE Newsletter

Once a month include an article focusing on SUNY Upstate students.

Form a campus-wide focus group to include representation from the following groups:

Student, resident, faculty, Marketing and hospital to determine what information should be presented at an annual Management Forum related to students, residents and the campus educational programs. Note that Management Forum is a “hospital” management meeting and would not include campus staff/faculty. This focus group should determine approaches for making sure the educational mission is publicized.

TIME FRAME: 1-2 years

RESOURCES: Focus group

REPORTING MECHANISMS: Dean for Education

PERFORMANCE MEASURES: Annual student satisfaction survey will be used to assess student perception about their experiences at various levels in the organization.

FINANCIAL ANALYSIS ASSIGNED: Eric Smith

DATE of EC Approval:

NEXT STEPS:



EXECUTIVE COUNCIL RESPONSE

TEAM: Student President Select Task Team

CHAIR: Drs. Cleary and Stearns
Hugh W. Bonner, Ph.D.; Elvira

EC SPONSOR: Szigeti, Ph.D.

RECOMMENDATION NO: 2.0; Transform our culture to treat students and residents as respected and valued customers.

Date: 10/16/07

FORM COMPLETED BY: Hugh W. Bonner, Ph.D., Dean and Prof., CHP
Additional staff assigned: Szigeti, D. Smith, Tees, Brady, J. Smith

RESPONSE STRATEGY NO 2.2: Engaging Excellence, is in part, about building a sense of community and eliminating the barriers to communication and interaction that currently exist in the organizational structure. The location of the College of Nursing makes it difficult for faculty and students to assimilate into a campus culture. There is a need to move the physical location of the College of Nursing to the main campus.

TIME FRAME: 5-7 years

RESOURCES:

REPORTING MECHANISMS:

PERFORMANCE MEASURES: Increased student & faculty interaction, communication and satisfaction as measured by participation in campus activities and improved morale, and feedback from faculty and students.

FINANCIAL ANALYSIS ASSIGNED:

DATE of EC Approval:

NEXT STEPS:



EXECUTIVE COUNCIL RESPONSE

TEAM: Student President Select Task Team

CHAIR: Drs. Cleary and Stearns
Hugh W. Bonner, Ph.D.; Elvira

EC SPONSOR: Szigeti, Ph.D.

RECOMMENDATION NO: 2.0; Transform our culture to treat students and residents as respected and valued customers.

Date: 7/30/07

FORM COMPLETED BY: Hugh W. Bonner, Ph.D., Dean and Prof., CHP
Additional staff assigned: Szigeti, D. Smith, M. Mozell, S. Scheinman

RESPONSE STRATEGY NO 2.3: Improve accountability of deans and chairs for achieving excellence in their educational programs.

TIME FRAME: 1-2 years

RESOURCES:

REPORTING MECHANISMS:

PERFORMANCE MEASURES: Enhanced reputation of educational programs as evidenced by peer teaching evaluations and student evaluations of teaching. The annual reports and accreditation reviews for CHP, COM, CON demonstrate the excellence of educational programs. Placement of graduates is also a measure of excellence.

FINANCIAL ANALYSIS ASSIGNED:

DATE of EC Approval:

NEXT STEPS:



EXECUTIVE COUNCIL RESPONSE

TEAM: Student President Select Task Team

CHAIR: Drs. Cleary and Stearns
Hugh W. Bonner, Ph.D.; Elvira

EC SPONSOR: Szigeti, Ph.D.

RECOMMENDATION NO: 2.0; Transform our culture to treat students and residents as respected and valued customers.

Date: 10/16/07

FORM COMPLETED BY: Hugh W. Bonner, Ph.D., Dean and Prof., CHP
Additional staff assigned: FrankTees

RESPONSE STRATEGY NO 2.4: Students are very concerned about safety and security. Review security staffing levels and increase the presence and visibility of security throughout the campus.

TIME FRAME: 1-2 years

RESOURCES:

REPORTING MECHANISMS:

PERFORMANCE MEASURES: Increased sense of safety & security on campus. Discussions about student perceptions about campus security could be part of the President's Open Forums with the students. Crime rates and complains should decrease.

FINANCIAL ANALYSIS ASSIGNED:

DATE of EC Approval:

NEXT STEPS:



EXECUTIVE COUNCIL RESPONSE

TEAM: Student President Select Task Team

CHAIR: Drs. Cleary and Stearns
Hugh W. Bonner, Ph.D.; Elvira

EC SPONSOR: Szigeti, Ph.D.

RECOMMENDATION NO: 2.0; Transform our culture to treat students and residents as respected and valued customers.

Date: 7/30/07

FORM COMPLETED BY: Hugh W. Bonner, Ph.D., Dean and Prof., CHP
Additional staff assigned: Brady, Childcare Board of Directors

RESPONSE STRATEGY NO 2.5: Expand availability of childcare to faculty/staff/students of Upstate Medical University. With the purchase of the Four Winds facilities the capacity will more than double.

TIME FRAME: Within the 2007-2008 academic year.

RESOURCES: The costs related to the purchase and renovation of Four Winds facilities

REPORTING MECHANISMS: Steve Brady

PERFORMANCE MEASURES: Increased access to affordable childcare. Lower absenteeism rates and higher productivity among employees.

FINANCIAL ANALYSIS ASSIGNED: Steve Brady

DATE of EC Approval:

NEXT STEPS:



EXECUTIVE COUNCIL RESPONSE

TEAM: Student President Select Task Team

CHAIR: Drs. Cleary and Stearns
Hugh W. Bonner, Ph.D.; Elvira

EC SPONSOR: Szigeti, Ph.D.

RECOMMENDATION NO: 2.0; Transform our culture to treat students and residents as respected and valued customers.

Date: 10/16/07

FORM COMPLETED BY: Hugh W. Bonner, Ph.D., Dean and Prof., CHP
Additional staff assigned: Brian Norako, Christopher Lupinetti, Joe Smith, Leah Caldwell, Lynn Cleary

RESPONSE STRATEGY NO 2.6: Institutionalize/standardize across colleges, an annual process/procedure for soliciting student feedback. Pursue an organizational strategy for developing a process involving representatives from student affairs, all 4 colleges and marketing. Several of the strategies w/in the Student Team recommendations require a systematic way of obtaining student feedback.

TIME FRAME: 1-3 years

RESOURCES: Development of survey instrument. Compile data using Banner or comparable system. Develop data-base of responses from students. May need to survey each semester.

REPORTING MECHANISMS: Dean of Students

PERFORMANCE MEASURES: Dependable, reliable and comparable data about student opinion across all colleges.

FINANCIAL ANALYSIS ASSIGNED: Steve Brady

DATE of EC Approval:

NEXT STEPS: Request topics from undergraduate and graduate student associations for survey



EXECUTIVE COUNCIL RESPONSE

TEAM: Student President Select Task Team

CHAIR: Drs. Cleary and Stearns
Hugh W. Bonner, Ph.D.; Elvira

EC SPONSOR: Szigeti, Ph.D.

RECOMMENDATION NO: 2.0; Transform our culture to treat students and residents as respected and valued customers.

Date: 7/30/07

FORM COMPLETED BY: Hugh W. Bonner, Ph.D., Dean and Prof., CHP
Additional staff assigned: Joe Smith

RESPONSE STRATEGY NO 2.7: Identify and provide a communication mechanism to inform students of daily campus activities. Provide scrolling messages on main web page of “What is Happening Today on Campus.” Provide TV monitors with scrolling announcements in campus locations where students congregate (library, Setnor Bldg. Lounge, CAB, 9th Floor Cafeteria, etc.)

TIME FRAME: 1-5 years

RESOURCES: Cost will be approximately \$20,000 for “Scroller”, TV monitors, and broadcast equipment.

REPORTING MECHANISMS: Dean of Student Affairs

PERFORMANCE MEASURES: Improved communication as evidenced from student comments and possible feedback sessions, such as the President’s open forum or focus groups.

FINANCIAL ANALYSIS ASSIGNED: Steve Brady

DATE of EC Approval:

NEXT STEPS: Obtain vendor quotes, purchase, schedule installation, publish “go-live” date.



EXECUTIVE COUNCIL RESPONSE

TEAM: Student President Select Task Team

CHAIR: Drs. Cleary and Stearns
Hugh W. Bonner, Ph.D.; Elvira

EC SPONSOR: Szigeti, Ph.D.

RECOMMENDATION NO: 2.0; Transform our culture to treat students and residents as respected and valued customers.

Date: 7/30/07

FORM COMPLETED BY: Hugh W. Bonner, Ph.D., Dean and Prof., CHP
Additional staff assigned: Lorraine Manzella

RESPONSE STRATEGY NO 2.8: Continue review of student health insurance plan and study accessibility to health care by students and residents. Request MSG's to participate in Empire Plan so that residents can see physicians at Upstate.

TIME FRAME: 1-5 years

RESOURCES:

REPORTING MECHANISMS: Steve Brady's office and HR have responsibility to negotiate the insurance plans through the SUNY system.

PERFORMANCE MEASURES: Student & resident satisfaction w/health insurance plans. Improved health insurance plans enhance the overall benefits pkg. for residents and provide a recruitment incentive for medical students. As of Spring 2007, all MSG's

participate in Empire Plan.

FINANCIAL ANALYSIS ASSIGNED:

DATE of EC Approval:

NEXT STEPS:



EXECUTIVE COUNCIL RESPONSE

TEAM: Student President Select Task Team

CHAIR: Dr. Lynn Cleary

EC SPONSOR: Drs. Bonner and Szigeti

RECOMMENDATION NO: 2, Strategy 2

EXECUTIVE SUMMARY: The location of the College of Nursing makes it difficult for faculty and students to assimilate into a campus culture. There is a need to move the physical location of the College of Nursing to the main campus and into space that is ample.

PRIMARY RESPONSIBILITY: Dr. Elvira Szigeti
Additional departments/person:

RESPONSE STRATEGY: The Legislative plan for SUNY Upstate Medical University for 2008 is to request a new building that would include classrooms for students and a home for the College of Nursing on the main campus.

TIME FRAME: 5-7 years.

RESOURCES AVAILABLE: This needs legislative approval.

REPORTING MECHANISMS:

PERFORMANCE MEASURES: Plans are developed for a new building in the next year so that a proposal with a dollar amount can be presented as part of capital costs for the 2008 Legislative session.

FINANCIAL ANALYSIS ASSIGNED: Mr. Brady

DATE of EC Approval:

NEXT STEPS:



EXECUTIVE COUNCIL RESPONSE

TEAM: Student President Select Task Team

CHAIR: Drs. Cleary and Stearns

EC SPONSOR: Dr. Elvira Szigeti

RECOMMENDATION NO: 3.3 Create an impressive state-of-the-art admissions suite of offices and reception area in a highly visible and easily accessible area of the University.

Date: Responses due to EC Sponsor by September 7, 2007.

FORM COMPLETED BY: Ms. Mary Grace VanNortwick

Additional staff assigned: Ms. Jennifer Welch

RESPONSE STRATEGY:

For immediate implementation: When available the Alumni Office has volunteered their conference room in the new Setnor Building for conducting student interviews. The newly built building provides a good first impression for candidate's first visit to the campus. Though this provides a good temporary solution when the conference room is committed for another use it will require juggling the schedule between the current interview room in WSK hall basement (which is not ideal) and the Setnor building which can be confusing and has caused some inconveniences on the part of the applicants to be so far from the admissions office. In the short term small changes in WSK in the hallway where room 216 is located to freshen it up such as painting, lighting, etc. would help. Student should be included in the design as suggested in

recommendation 1.8.

Other long term options for the specific requirement of state-of-the-art admissions suite needs to be explored. Recently the institution engaged the firm of Karlsberger Associates to undertake a program study for the development of a master facility plan for Upstate Medical University. The charge is to define future development of Upstate's programs and facilities and to incorporate goals and initiatives of Engaging Excellence. The goal is to plan space utilization including future renovations and expansions that considers not only current but future program needs of all four Colleges and the University Hospital. Space requirements for the admissions office will be included in the master facility planning that is verifying existing conditions and reviewing and evaluating potential expansion and sites.

TIME FRAME:

Use of Alumni conference room in Setnor Building – Immediate
Completion of Master Facility Plan 8 to 10 months.

RESOURCES:

Materials and labor (possibly furniture) for light renovation of WSK hallway near room 216.

REPORTING MECHANISMS:

Karlsberger Associates will present the plan to the SUNY Construction Fund, campus leadership - Drs. Smith and Scheinman, Steve Brady and Phil Schaengold, the Group of Five (Dick O'Shea, Burt Thomas, Gary Kittell, Bob Marzella, MaryGrace VanNortwick) and invitees as needed

PERFORMANCE MEASURES:

FINANCIAL ANALYSIS ASSIGNED:

DATE of EC Approval:

NEXT STEPS:



EXECUTIVE COUNCIL RESPONSE

TEAM: Student President Select Task Team

CHAIR: Drs. Cleary and Stearns

EC SPONSOR: Dr. Elvira Szigeti

RECOMMENDATION NO: 3.9 Establish a fund-raising effort between the Foundation and the Deans of all colleges to identify and request donations for equipment.

***Deans of each college to request annual or bi-annual equipment audit to identify and prioritize needs; keep up-to-date list on web.**

Date: Responses due to EC Sponsor by September 7, 2007.

FORM COMPLETED BY: Ms. Eileen Pezzi

Additional staff assigned: Drs. Bonner Szigeti, Mozell, Scheinman, Ms. Heitzman, Miner, Gavin

RESPONSE STRATEGY: On November 1st of each year the Foundation will conduct an equipment needs assessment for each college. Results will be distributed to Alumni Associations and Foundation in order to procure gifts of equipment or money to purchase equipment.

Additionally, results of the assessment will be posted on the various web sites.

TIME FRAME: November 2007 Conduct Equipment Needs Assessment (Early Win)

RESOURCES: None

PERFORMANCE MEASURES Annually measure number of asks and specific equipment secured.

:

FINANCIAL ANALYSIS ASSIGNED: n/a

DATE of EC Approval:

NEXT STEPS: Secure approval to conduct equipment needs assessment.



EXECUTIVE COUNCIL RESPONSE

TEAM: Student President Select Task Team
Lynn Cleary, MD; Susan Stearns,
CHAIR: Ph.D.

EC SPONSOR: Hugh W. Bonner, Ph.D., Elvira
Szigeti, Ph.D.

RECOMMENDATION NO: 5.0 Expand educational methodologies to meet the needs of diverse learners and teachers across the spectrum of health professions and the continuum of developmental stages.

Date: 10/15/07

FORM COMPLETED BY: Hugh W. Bonner, Ph.D., Dean and Prof., College of Health Professions

Additional staff assigned: Grethlein, McCabe, Seidberg, J. Smith

1. **RESPONSE STRATEGY 5.1:** Develop online, web-based courses (synchronous or asynchronous), which would support many initiatives (e.g., online curricula in ACGME competencies for all programs, courses for part-time and off-campus students, delivery of curriculum to distributed sites and campuses or in the event of a pandemic, students wishing to take concurrent courses, etc.). Develop a teaching/learning technology center (this is also identified in the faculty team work) to assist faculty in developing those curricula. This is especially important since many faculties do not have the technical skills or comfort level to develop online courses without assistance.

TIME FRAME: 1- 3 years

RESOURCES: TBD by Ed. Comm.

REPORTING MECHANISMS: IMT Director

PERFORMANCE MEASURES: Increase enrollment w/out increasing physical space on campus. Increase opportunities to expand delivery of programs to outlying geographic areas w/out a large investment infrastructure or travel budgets. Development of programs that can be offered all, or in part, through the use of technology. Improved campus preparedness for the delivery of education in the event of a pandemic or natural disaster.

FINANCIAL ANALYSIS ASSIGNED: IMT / Finance

DATE of EC Approval:

NEXT STEPS:



EXECUTIVE COUNCIL RESPONSE

TEAM: Student President Select Task Team

CHAIR: Drs. Cleary and Stearns

EC SPONSOR: Dr. Elvira Szigeti

RECOMMENDATION NO: 5.1

Develop online, web-based courses (synchronous or asynchronous), which would support many initiatives (e.g., online curricula in ACGME competencies for all programs, courses for part-time and off-campus students, delivery of curriculum to distributed sites and campuses or in the event of a pandemic, students wishing to take concurrent courses, etc). Develop a teaching/learning technology center (this is also identified in the faculty team work) to assist faculty in developing those curricula. This is especially important since many faculty do not have the technical skills or comfort level to develop online courses without assistance.

Date: Responses due to EC Sponsor by September 7, 2007.

FORM COMPLETED BY: Dr. Sara Grethlein

Additional staff assigned: Mr. Joe Smith, Mr. Sorbello, Dr. Trief, Dr. David Turner, Dr.

RESPONSE STRATEGY:

1) The development of a teaching and learning technology center is an appropriate strategy. Conceptually, there should be both technology and content experts. In addition, an educator with background in assessment development and validation would add quality and bridge the gap between content and information professionals. An initial expert group of educators and information technology professionals should collaboratively define a menu of educational templates to develop. This might include live on-line classes, packaged modules and teleconferencing. The initial number of options should be small, as a pilot. The development of these offerings should include input mechanisms (electronic) for content experts to select the appropriate type of delivery platform, and provide needed materials (with attention to copyright, and documentation of right to use images, etc.). Dedicated staff can then take the supplied materials and insert them into the software for delivery.

This approach optimizes the use of our experts. Content experts are provided support services to deliver educational offerings. Technology experts can mold the input to the offerings to minimize unnecessary variations. An assessment specialist will facilitate validation of methods, and assessment of the program as a whole. By providing this educational template, our learners will have a small number of technical issues to acquaint themselves with. We will also control costs for support staff by controlling the variety of offerings that will require support. Decisions regarding accommodating faculty preferences will require input from the end users (ex. Solely PC, vs Apple support, PowerPoint only vs. other platforms) and may impact required resources. Feedback from developers, students and faculty users on the pilot programs will modify both the templates, and the menu of offerings.

The University of Iowa has used this “template” driven model of course development successfully. Consultation might be useful during the development phase. Their website - <http://www.continuetolearn.uiowa.edu/ccp/de/> provides an introduction to some of their offerings which serve the College of Nursing, School of Public Health and Medical School. The technology center can also be used to support continuing medical education (CME) courses (or the equivalents for other licensed professionals). This can be a way to defray infrastructure costs if structured appropriately, and of sufficient quality,

2) As SUNY morphs from the Blackboard platform to Angel (anticipated imminently), there will be a need for re-education and revision of many current online offerings.

3) An Emergency Education Plan can be developed. This needs to be coordinated with other emergency response plans. Simultaneous web casting of faculty lecturer and slide materials may be a mechanism for continuing educational offerings during a “pandemic” or similar situation. The ability to provide secure online assessments will require further study. Compiling a list of capacities and availability of teleconferencing sites in the surrounding communities would also be useful. Coordinated information during an emergency is a crucial feature. During a crisis, the ability to communicate effectively with our students and faculty is essential. Lessons learned from New Orleans would suggest that a redundant website hosted from a non-University location might be valuable as a back up in the event of a University centered emergency.

TIME FRAME:

Technology and learning center development – 1-3 years

Template development – 1 - 2 years

Emergency Education Plan - - 1 – 2 years

RESOURCES:

Personnel –

- **Dedicated - Significant commitment of resources for development will include an educator with experience in assessment and an information technology professional for delivery. An educator with expertise in assessment will ensure that high quality, reliable evaluations are implemented.**
- **Intermittent – Faculty users will need time to develop content, and monitor online activities (ex. Chat room, list serve management, online “office hours”). Faculty development will be required.**

Other than Personnel –

- **Software (such as the current platform for collaboration in use by the NIH) may be required to facilitate online course delivery.**
- **Hardware Depending on the volume and frequency of content, and the stability of locations for participation (ex. Group learning at a Clinical Campus with dedicated classroom vs. home use by individuals), strengthening of hardware capabilities may be required.**

REPORTING MECHANISMS:

Educational Communications should monitor the utilization, effectiveness and resource requirements of the program

Individual departments should assess the success of the content delivery in parallel with traditionally offered courses.

The Emergency Education Plan should be reported periodically to the governing bodies of the individual schools (ex. Medical College Assembly)

PERFORMANCE MEASURES:

Enrollment

Course Evaluation by participants

Internal customer satisfaction assessments – ex. Survey of content experts on ease of use, adequacy of support, etc.

FINANCIAL ANALYSIS ASSIGNED:

DATE of EC Approval:

NEXT STEPS:



EXECUTIVE COUNCIL RESPONSE

TEAM: Student President Select Task Team

CHAIR: Drs. Cleary and Stearns

EC SPONSOR: Dr. Elvira Szigeti

RECOMMENDATION NO: 5.1 (revised)

Develop online, web-based courses (synchronous or asynchronous), which would support many initiatives (e.g., online curricula in ACGME competencies for all programs, courses for part-time and off-campus students, delivery of curriculum to distributed sites and campuses or in the event of a pandemic, students wishing to take concurrent courses, etc). Develop a teaching/learning technology center (this is also identified in the faculty team work) to assist faculty in developing those curricula. This is especially important since many faculty do not have the technical skills or comfort level to develop online courses without assistance.

Date: 10/16/07

FORM COMPLETED BY: Dr. Sara Grethlein

Additional staff assigned: Mr. Joe Smith, Mr. Sorbello, Dr. Trief, Dr. David Turner, Dr. Kalman, Dr. Szigeti

RESPONSE STRATEGY:

1) The development of a teaching and learning technology center is an appropriate strategy. Conceptually, there should be both technology and content experts. In addition, an educator with background in assessment development and validation would add quality and bridge the gap between content and information professionals. An initial expert group of educators and information technology professionals should collaboratively define a menu of educational templates to develop. This might include live on-line classes, packaged modules and teleconferencing. The initial number of options should be small, as a pilot. The development of these offerings should include input mechanisms (electronic) for

content experts to select the appropriate type of delivery platform, and provide needed materials (with attention to copyright, and documentation of right to use images, etc.). Dedicated staff can then take the supplied materials and insert them into the software for delivery.

This approach optimizes the use of our experts. Content experts are provided support services to deliver educational offerings. Technology experts can mold the input to the offerings to minimize unnecessary variations. An assessment specialist will facilitate validation of methods, and assessment of the program as a whole. By providing this educational template, our learners will have a small number of technical issues to acquaint themselves with. We will also control costs for support staff by controlling the variety of offerings that will require support. Decisions regarding accommodating faculty preferences will require input from the end users (ex. Solely PC, vs Apple support, PowerPoint only vs. other platforms) and may impact required resources. Feedback from developers, students and faculty users on the pilot programs will modify both the templates, and the menu of offerings.

The University of Iowa has used this “template” driven model of course development successfully. Consultation might be useful during the development phase. Their website - <http://www.continuetolearn.uiowa.edu/ccp/de/> provides an introduction to some of their offerings which serve the College of Nursing, School of Public Health and Medical School. The technology center can also be used to support continuing medical education (CME) courses (or the equivalents for other licensed professionals). This can be a way to defray infrastructure costs if structured appropriately, and of sufficient quality,

2) As SUNY morphs from the Blackboard platform to Angel (anticipated imminently), there will be a need for re-education and revision of many current online offerings.

3) An Emergency Education Plan can be developed. This needs to be coordinated with other emergency response plans. Simultaneous web casting of faculty lecturer and slide materials may be a mechanism for continuing educational offerings during a “pandemic” or similar situation. The ability to provide secure online assessments will require further study. Compiling a list of capacities and availability of teleconferencing sites in the surrounding communities would also be useful. Coordinated information during an emergency is a crucial feature. During a crisis, the ability to communicate effectively with our students and faculty is essential. Lessons learned from New Orleans would suggest that a redundant website hosted from a non-University location might be valuable as a back up in the event of a University centered emergency.

TIME FRAME:

Technology and learning center development – 1-3 years

Template development – 1 - 2 years

Emergency Education Plan - - 1 – 2 years

RESOURCES:

Personnel –

- **Dedicated - Significant commitment of resources for development will include an educator with experience in assessment and an information technology professional for delivery. An educator with expertise in assessment will ensure that high quality, reliable evaluations are implemented.**
- **Intermittent – Faculty users will need time to develop content, and monitor online activities (ex. Chat room, list serve management, online “office hours”). Faculty development will be required.**

Other than Personnel –

- **Software (such as the current platform for collaboration in use by the NIH) may be required to facilitate online course delivery.**
- **Hardware Depending on the volume and frequency of content, and the stability of locations for participation (ex. Group learning at a Clinical Campus with dedicated classroom vs. home use by individuals), strengthening of hardware capabilities may be required.**

REPORTING MECHANISMS:

Educational Communications should monitor the utilization, effectiveness and resource requirements of the program

Individual departments should assess the success of the content delivery in parallel with traditionally offered courses.

The Emergency Education Plan should be reported periodically to the governing bodies of the individual schools (ex. Medical College Assembly)

PERFORMANCE MEASURES:

Enrollment

Course Evaluation by participants

Internal customer satisfaction assessments – ex. Survey of content experts on ease of use, adequacy of support, etc.

FINANCIAL ANALYSIS ASSIGNED: IMT and Ed Comm Directors

DATE of EC Approval:

NEXT STEPS:



EXECUTIVE COUNCIL RESPONSE

TEAM: Student President Select Task Team

CHAIR: Drs. Cleary and Stearns
Hugh W. Bonner, Ph.D.; Elvira

EC SPONSOR: Szigeti, Ph.D.

RECOMMENDATION NO: 6.0; Expand educational methodologies to meet the needs of diverse learners and teachers across the spectrum of health professions and the continuum of development stages.

Date: 10/16/07

FORM COMPLETED BY: Elvira Szigeti, Ph.D., RN; Carol Gavan, EdD, RN; Hugh W. Bonner, Ph.D.

RESPONSE STRATEGY NO 6.1: Through a coordinated organizational structure and institutional research office, establish a set of benchmarks to measure educational excellence. Track these annually and identify and address areas requiring improvement. Recommend that a committee be established (appointed by the Executive Council) to identify the organizational structure for an institutional office. This committee would establish quality indicators (benchmarks) and how these indicators will be measured. Indicators that are collected and measured by the College of Nursing and College of Health Professions at present and are used for annual reports for accreditation societies.

TIME FRAME: 1-2 years

RESOURCES: As established by EC appointed committee

REPORTING MECHANISMS: Follows organizational structure within the Student Affairs Office

PERFORMANCE MEASURES: An annual review of the progress made on benchmarks will indicate progress toward desired outcomes. A continuous quality improvement process will provide an opportunity for regular review and modification.

FINANCIAL ANALYSIS ASSIGNED: Steve Brady

DATE of EC Approval:

NEXT STEPS:



EXECUTIVE COUNCIL RESPONSE

TEAM: Student President Select Task Team

**CHAIR: Drs. Cleary and Stearns
Hugh W. Bonner, Ph.D.; Elvira**

EC SPONSOR: Szigeti, Ph.D.

RECOMMENDATION NO: 6.0; Expand educational methodologies to meet the needs of diverse learners and teachers across the spectrum of health professions and the continuum of development stages.

Date: 7/30/07

FORM COMPLETED BY: Hugh W. Bonner, Ph.D., Dean and Prof., CHP

Additional staff assigned: Szigeti, Cleary, Scheinman

RESPONSE STRATEGY NO 6.2: Critically evaluate the quality of career advising across colleges and across graduate medical education programs using a core set of outcome measures (learner satisfaction, satisfaction of graduates, % of graduates placed in careers, quality of placements, etc.). Use this evaluation to identify mechanisms to enhance those programs requiring improvement, and measure improvement by conducting a follow-up evaluation based on the same criteria. Student surveys for all colleges suggest a need for enhanced career advising. The CHP/COM/CON collects outcomes data for annual reports for accreditation. These data should be compiled and reported to EC to determine if it should be reported further on campus as well.

TIME FRAME: 6 months

RESOURCES:

REPORTING MECHANISMS: Dean of Students

PERFORMANCE MEASURES: Improved learner satisfaction, improved satisfaction of graduates, increased numbers and quality of career placements. These improvements should lead to enhanced institutional reputation, which could be measured by surveying applicants during the admissions process. An evaluation process should be implemented on an annual basis to measure student satisfaction with advising, and to measure faculty perspective, about the impact of advising.

FINANCIAL ANALYSIS ASSIGNED:

DATE of EC Approval:

NEXT STEPS:



EXECUTIVE COUNCIL RESPONSE

TEAM: Student President Select Task Team

**CHAIR: Drs. Cleary and Stearns
Hugh W. Bonner, Ph.D.; Elvira**

EC SPONSOR: Szigeti, Ph.D.

RECOMMENDATION NO: 6.0; Expand educational methodologies to meet the needs of diverse learners and teachers across the spectrum of health professions and the continuum of development stages.

Date: 10/17/07

FORM COMPLETED BY: Hugh W. Bonner, Ph.D., Dean and Prof., CHP
Additional staff assigned: Szigeti, Cleary, Scheinman

RESPONSE STRATEGY NO 6.3: Improve career advising in the third year of medical school by implementing an improved clinical faculty advisory system. Build in the student relationship with their Advisory Dean that is established in the first 2 years, and utilize the expertise of the Advisory Dean in the areas of advising and counseling.

TIME FRAME: 1-3 years

RESOURCES: Faculty to serve as Advisors / Counselors

REPORTING MECHANISMS: Dean of Medicine

PERFORMANCE MEASURES: Use the graduation questionnaire to evaluate the quality of advising over the 4-year medical school experience. Evaluate the impact of advisement interventions and academic performance w/in the clerkships through continued discussions w/the clerkship directors.

FINANCIAL ANALYSIS ASSIGNED:

DATE of EC Approval:

NEXT STEPS:



EXECUTIVE COUNCIL RESPONSE

TEAM: Student Task Team

CHAIR: Drs. Cleary and Stearns

EC SPONSOR: Drs. Bonner and Szigeti

RECOMMENDATION NO: Early Win 6

EXECUTIVE SUMMARY: Publicize Dr. Smith's support of enhancing the gym, pool and workout facilities in the CAB. This was a remarkable early gift and win, and not enough people know about it. Include an article in Upstate Update, and another entry in F & A.

PRIMARY RESPONSIBILITY: Chuck Simpson
Additional departments/person: Doretta Royer and Dan Hurley

RESPONSE STRATEGY: Chuck Simpson will hold an open house in the gym, pool and workout facilities in the CAB for members of the University community to see the updates. Also, articles will appear in the Upstate Update and in Friends and Advocates thanking Dr. Smith and informing the community of what was done.

TIME FRAME: By September 15, 2007.

RESOURCES AVAILABLE: An article by Dan Hurley in Friends and Advocates and an article by Doretta Royer in Upstate Update.

REPORTING MECHANISMS:

PERFORMANCE MEASURES: An Open House occurs as well as articles appear in the identified publications. Dr. Smith is thanked publicly.

FINANCIAL ANALYSIS ASSIGNED: Mr. Brady—no known cost.

DATE of EC Approval:

NEXT STEPS:



EXECUTIVE COUNCIL RESPONSE

TEAM: Student Team

CHAIR: Lynn Cleary and Susan Stearns

EC SPONSOR: Hugh Bonner and Elvira Szigeti

RECOMMENDATION NO: 7.2 Establish a central office for institutional academic research, with broad responsibility for data collection and dissemination within the University.

Date: 10.19.07

FORM COMPLETED BY: Paul Grover

Additional staff assigned: Lynn Cleary, Steven DeFazio, Nicole Morgante.

RESPONSE STRATEGY: We have already charged a working group to study this recommendation for an Office of Institutional Research (OIR) at Upstate. The team includes representatives from working units which would provide information to an OIR. These are: Admissions, Student Affairs, the Registrar, Curriculum, Marketing, Human Resources, IMT, and Business Affairs. The team should:

1. Survey and describe existing databases at Upstate related to the academic mission as to their content areas, formats, and software.
2. Identify survey responses required by local administration, SUNY System Administration, accrediting bodies and others, examine information needed.
3. Visit similar campuses to gain information on the size, scope, operation of OIRs.

4. Research and develop policy recommendations on the following topics related to institutional research:

- Central office or distributed (virtual) model
- Development of a data warehouse
- Access limitations
- Standardization of definitions, criteria, time parameters (e.g., FY vs. academic), and criteria
- Sources of input
- Software compatibility

TIME FRAME: A report with recommendations for the structure and functions of an OIR should be completed by March 1, 2008.

RESOURCES: TBD when report received. Anticipate two FTEs at the beginning for data collection, management, and report generation. Space needs will be determined once the organizational relationship is identified.

REPORTING MECHANISMS: Reporting mechanisms for an OIR could be through one of several offices (e.g., IMT, the Registrar's office, or an alternative academic office). This will be included in recommendations of the working group. Prior to submission to the President and full Executive Council, the report of the working group will be submitted to campus leadership for their input: Senior VP of Finance and Management, Chief Information Officer, Associate VP for Human Resources, College Deans.

PERFORMANCE MEASURES:

- Annual or biannual survey of satisfaction of internal customers (deans and their staff, marketing and communication, student affairs, etc.) regarding data availability, accessibility, accuracy, clarity, quality of reports, ease of use, etc.
- Annual reports of inquiries and report generation.
- Use of data and reports to inform strategic planning for academic programs and policy initiatives.

FINANCIAL ANALYSIS ASSIGNED:

DATE of EC Approval:

NEXT STEPS: A working group has already been convened by Dr. Grover. Participants include Leah Caldwell (Marketing), Lynn Cleary (Education, Student Affairs), Steven DeFazio (IMT), Jennifer Martin Tse (Registrar), Stacy Mehlek (HR), Nic Morgante

(Student Affairs/Student Information System), Eric Smith (Business Affairs), Jennifer Welch (Admissions). They will continue to meet and develop a report with recommendations by March 1, 2008.



EXECUTIVE COUNCIL RESPONSE

TEAM: Student

CHAIR: Cleary and Stearns

EC SPONSOR:

RECOMMENDATION NO: 7.3 Create a Global Health and Community Outreach Office.
Date: 11.5.07

FORM COMPLETED BY: Cleary
Additional staff assigned: Stearns

RESPONSE STRATEGY: A number of preliminary discussions regarding a Community Outreach and Global Health Education (COGHE) have occurred; draft job descriptions for a part time administrative position and for a director were written in late October.

TIME FRAME: This office could be established by April 1, 2008.

RESOURCES: We propose a .25 assistant dean position, a 1.0 FTE administrative director, and a .5 FTE administrative assistant (who will also support other functions in student affairs). The office could be set up in shared space within existing Student Affairs but would require relocation of one employee to an alternate space. Costs of office equipment and supplies, travel to a professional development meeting annually, and a small FSA account for event planning and meeting refreshments.

REPORTING MECHANISMS: The office would report through Student Affairs.

PERFORMANCE MEASURES: The office would be required to submit an annual report, which should include:

- The number of students and faculty (by college) participating in COGHE programs over time and the individual and collective service hours they contribute
- The number of community outreach programs that integrate students from all colleges
- A qualitative summary of student experiences in the COGHE programs
- Satisfaction of community and global health partners with the programs and our students, and their perceptions of Upstate Medical University
- Goals for the subsequent year(s)

FINANCIAL ANALYSIS ASSIGNED:

DATE of EC Approval:

NEXT STEPS: Pending approval, an Assistant Dean will be named and the position for an office director will be posted.



EXECUTIVE COUNCIL RESPONSE

TEAM: Student President Select Task Team

CHAIR: Dr. Lynn Cleary

EC SPONSOR: Drs. Bonner and Szigeti

RECOMMENDATION NO: 7, Strategy 5

EXECUTIVE SUMMARY: Create an Office of Community Preceptorships for the College of Health Professions, College of Medicine, and College of Nursing. This office would assist in the recruitment and retention of preceptors across all four of the colleges, help the colleges track and solicit feedback from the students who are working with

community health providers.

PRIMARY RESPONSIBILITY: Dr. Elvira Szigeti
Additional departments/person: Drs. Bonner, Cleary, and Stearns

RESPONSE STRATEGY: The group felt that there should not be a University wide Office of Preceptorships. The group felt that each of the Colleges should have the responsibility for recruiting and retaining preceptors specific to student needs of the specific College. Faculty have the responsibility for evaluating students and should be the person who solicits feedback from the students and community health providers. If help is needed in identifying preceptors, a goal of NAHEC and CNYAHEC is to have a preceptor data base for their counties. (do you know the time frame?)

TIME FRAME: Each College currently has someone assigned to work with faculty, students, and preceptors. (Where is the person assigned from? The faculty's office staff? Curriculum Office? Do they keep a centralized database, or could they if they don't? If not curriculum office, is there someone from each college who could do this, with updates provided to them from faculty? This may help to meet the intent of this recommendation.) This is in place currently and should be continued.

RESOURCES AVAILABLE: Clinical placements of students is part of the faculty teaching load and, as such, should not require additional resources.

REPORTING MECHANISMS: Faculty course leaders report to the Curriculum Committee in each College. The faculty serving on the Curriculum Committee in each College make a determination as to the preceptor based on pre-determined objectives. (What does the curriculum committee do with this information? Is it tracked by some office? Again, this may be a mechanism to satisfy the intent of the recommendation. Or is my suggestion simplifying a complex task?)

PERFORMANCE MEASURES: Students have quality clinical experiences as evidenced by student, faculty, and preceptor evaluations on a course by course survey. The evaluations are reviewed by the Curriculum Committee of each College on a yearly basis as part of the annual curriculum review. Recommendations related to the clinical experience are made by that body to faculty.

FINANCIAL ANALYSIS ASSIGNED: Deans (doesn't sound like a financial analysis is necessary.)

DATE of EC Approval:

NEXT STEPS:



EXECUTIVE COUNCIL RESPONSE

TEAM: Student President Select Task Team

CHAIR: Drs. Cleary and Stearns
Hugh W. Bonner, Ph.D.; Elvira

EC SPONSOR: Szigeti, Ph.D.

RECOMMENDATION NO: 8.0; Enhance partnerships between and among colleges and between the University and the CNY community.

Date: 10/17/07

FORM COMPLETED BY: Hugh W. Bonner, Ph.D.
Additional staff assigned: Kathy Faber-Langendoen, MD

RESPONSE STRATEGY NO 8.2 Develop a mechanism for incorporating the teaching of ethics into the curriculum for all disciplines in a way that would integrate student learning across the four colleges.

TIME FRAME: 2-3 years

RESOURCES: If implemented at least one or two additional faculty for the Center for Bioethics and Humanities.

REPORTING MECHANISMS: Through the curriculum committees for CHP, COM, CON

PERFORMANCE MEASURES: Develop a course/program that is open to all four colleges to participate in exercises requiring ethical assessment and action. Since there are limited times available among the colleges and the need to get the full support of three curriculum committees, it may be more realistic for student sponsored and student organized noon seminars using all colleges to deal with specific ethical issues. This could be credit or non-credit and could, perhaps, be used to meet some or all of the ethics requirements established by SUNY Gen Ed. Additionally, a lunch series for faculty could be re-established to discuss basic bioethical theory and key issues in bioethics. The suggestion that faculty should incorporate consideration of ethical issues into grading assessment for individual courses in question that is difficult or impossible to respond to without further clarification of the intent. If this implies that all courses should have a bioethical component and grading should be partially dependent on that issue, that becomes a question to be addressed by each colleges' curriculum committee and is beyond the scope of this committee.

FINANCIAL ANALYSIS ASSIGNED:

DATE of EC Approval:

NEXT STEPS:



EXECUTIVE COUNCIL RESPONSE

TEAM: Student President Select Task Team

CHAIR: Drs. Cleary and Stearns
Hugh W. Bonner, Ph.D.; Elvira

EC SPONSOR: Szigeti, Ph.D.

RECOMMENDATION NO: 8.0; Enhance partnerships between and among colleges and between the University and the CNY community.

Date: 7/30/07

FORM COMPLETED BY: Hugh W. Bonner, Ph.D., Dean and Prof., CHP

Additional staff assigned: Stearns

RESPONSE STRATEGY NO 8.4: Expand tutoring program and publicize the program for students in all colleges. Develop a program in English as a second language in tutoring efforts. 1) With the success of the CSTEP program will come increased funding and the opportunity to hire one or more professional educational specialists to meet the needs of students in need of help with their study skills and to meet the demands of their coursework of national licensing examinations. Because the needs of the students in the colleges are so disparate, it would be desirable to have at least two individuals with different backgrounds and skills with one of these two targeted specifically for the COM and CHP. 2) Additional CSTEP (or UMU?) funds will allow us to hire an individual trained in professionally assessing, documenting, diagnosing and addressing learning disabilities. 3) Additional CSTEP (or UMU?) funds will allow us to hire an ESL tutor whose expertise will be utilized by all students. The populations in particular need of this service are the FMGs as well as students in the College of Graduate Studies.

TIME FRAME: 2-3 years

RESOURCES:

REPORTING MECHANISMS:

PERFORMANCE MEASURES: Students will develop cross-college relationships and social networks based on common interests.

FINANCIAL ANALYSIS ASSIGNED:

DATE of EC Approval:

NEXT STEPS:



EXECUTIVE COUNCIL RESPONSE

TEAM: Student President Select Task Team

CHAIR: Drs. Cleary and Stearns
Hugh W. Bonner, Ph.D.; Elvira

EC SPONSOR: Szigeti, Ph.D.

RECOMMENDATION NO: 8.0; Enhance partnerships between and among colleges and between the University and the CNY community.

Date: 7/30/07

FORM COMPLETED BY: Hugh W. Bonner, Ph.D., Dean and Prof., CHP

Additional staff assigned: Stearns

RESPONSE STRATEGY NO 8.5: Start Collaboration efforts at orientation: i.e., combined white coat ceremony for COM/CHP students; dinner with an “Upstater.” Which could include MD, Ph.D., administrator, staff; poll students before they arrive to choose an activity based on personal interests and coordinate such activities. Increase dormitory activities/social events. Combine orientation activities and have at least 3-4 “events” each year that would be marketed as opportunities for all students in the College of Health Professions, College of Medicine, College of Nursing, and College of Graduate Studies to get acquainted. Examples: Groups efforts could include activities within the Syracuse / Central NY; a dinner dance, alumni fundraising efforts. These efforts could be orchestrated by the student leaders representing their respective college.

TIME FRAME: 2-3 years

RESOURCES:

REPORTING MECHANISMS:

PERFORMANCE MEASURES: Students will begin developing cross-college relationships that should enhance their understanding of and appreciation for one another. Will lead to increased student satisfaction with campus life. Success of the program will be measured through student evaluations.

FINANCIAL ANALYSIS ASSIGNED:

DATE of EC Approval:

NEXT STEPS:



EXECUTIVE COUNCIL RESPONSE

TEAM: Student President Select Task Team

CHAIR: Drs. Cleary and Stearns
Hugh W. Bonner, Ph.D.; Elvira

EC SPONSOR: Szigeti, Ph.D.

RECOMMENDATION NO: 8.0; Enhance partnerships between and among colleges and between the University and the CNY community.

Date: 7/30/07

FORM COMPLETED BY: Hugh W. Bonner, Ph.D., Dean and Prof., CHP
Additional staff assigned, Rajesh, Biddle

RESPONSE STRATEGY NO 8.6: Increase communication with the Binghamton Campus. Specific suggestions include: establish separate Advisory Dean groups for Binghamton students at beginning of year 1; assign a Chaplain to Binghamton campus. It is important to provide an additional student affairs position to deal with the new Physician Assistant program as well as the current CHP students who are having clinical rotations in the Binghamton area. In the past 30 ears there has not been a single request for chaplain services. Rather than invest time and resources in developing these services, we may explore assistance from SUNY Binghamton University as needs arise.

TIME FRAME: 1-3 years

RESOURCES: An additional student affairs position to the Binghamton Campus and an additional \$20,000 annually for OTPS budget.

REPORTING MECHANISMS:

PERFORMANCE MEASURES: Increased student satisfaction among the Binghamton students as evidenced through student evaluations. An enhanced Binghamton experience will increase interest in the program, and lead to a better experience for the students which in the long term may also pay off in alumni donations. Will enhance the experience of CHP doing rotations in the Southern Tier and will be essential for new Physician Assistant program.

FINANCIAL ANALYSIS ASSIGNED:

DATE of EC Approval:

NEXT STEPS:



EXECUTIVE COUNCIL RESPONSE

TEAM: Student President Select Task Team

CHAIR: Drs. Cleary and Stearns
Hugh W. Bonner, Ph.D.; Elvira

EC SPONSOR: Szigeti, Ph.D.

RECOMMENDATION NO: 8.0; Enhance partnerships between and among colleges and between the University and the CNY community.

Date: 7/30/07

FORM COMPLETED BY: Hugh W. Bonner, Ph.D., Dean and Prof., CHP

Additional staff assigned: Stearns, Hurley

RESPONSE STRATEGY NO 8.7: Expand campus activities that involve local community events; provide transportation. 1) Additional opportunities exist at OCC, LeMoyne, SU and ESF as well as other local colleges in the area for students to act as mentors to undergraduates who are interested in becoming healthcare professionals. 2) Other opportunities within the Syracuse City Schools for students in all four colleges to talk about the health professions and to offer to be mentors to these students as well. Formal programs could be offered in these schools run by our students – science and experiential education. 3) Several faculty members are involved with outreach efforts and they would be a good place to beta-test (Jim Greenwald at the Rescue Mission/Donna Bacchi at County Health Department/Food Banks at local churches and synagogues, Ron Salesky with Foster care program, Don Blair with the local AIDS task force. Joan O'Brien's activities with the Syracuse Housing Authority. 4) The United Way maintains a Volunteer Center which we could access to help with identifying activities. Our own employee data base has places for people to capture their volunteer activities ... can this be adapted for students as well? There are probably some under-the-radar things going on. 5) the Syracuse community Health Center would be a good option to place students. We could ask Dr. Cowart to help with identifying projects and preceptors. 6) Van Duyn nursing home volunteer activities would be a great way to introduce students to a unique patient population .. and perhaps help to develop the geriatricians of the future. Dale Avers is doing similar activities with The Nottingham with PT students. 7) I am aware of student and resident slots on the Medical Society board for those interested in organized medicine. 8) Create a website that gives a summary of the events that are occurring in the community each week. 9) Provide students with discount tickets and bus transportation to these events. 10) These would include events at SU, OCC, LeMoyne and ESF as well – providing students with the opportunity to meet and socialize with students in other disciplines. 11) These opportunities would allow our students to become more involved in the culture of Syracuse and feel more a part of the community in which they are living while in school. Long-term benefits would be that they would be encouraged to stay in the Syracuse area, adding to the

pool of health care professionals. 12) In terms of providing future health care professionals in the rural areas, students could be informed of activities that are in these rural sites – both recreations and cultural events. *Currently we are working on some community initiatives that are within walking distance and others that are not too far away. Students usually are able to car pool with one another, but transportation would be a wonderful addition. I think that such an option would garner more student participation and address my concerns about safety – particularly in the winter when it is dark and cold.

TIME FRAME: 1-3 years

RESOURCES: On-going activities

REPORTING MECHANISMS: Dean of Students

PERFORMANCE MEASURES: Improved relationships & name recognition w/in the community. Help students to begin to build community relationships, perhaps resulting in easier recruitment of preceptors and voluntary faculty.

FINANCIAL ANALYSIS ASSIGNED:

DATE of EC Approval:

NEXT STEPS:

