

UFS Winter 2011 Plenary called to order at 8:30 a.m., 1/28/11:  
Mandela Hall, SUNY Binghamton<sup>1</sup>

President's Report—Ken O'Brien

-- Complete text will be made available online. Current, pressing issues include SUNY Strategic Planning, Gen Ed, Education Pipeline and other issues, all of which will be developed by other presenters during the Plenary. Of particular interest at this point was his mention of the need to look at “credit-creep” in programs as a way of addressing time-to-graduation rates. He and others mentioned this several times. For example, O'Brien referred to a System Admin review of General Education programs insofar as those programs affected graduation rates: reduction in required Gen Ed credits did not necessarily lead to shortened time-to-grad rates. Later, the Provost detailed his sense that “program development and revision has never led to fewer credits.”

The timing of this Plenary is somewhat unfortunate: since the Governor will not release budget info until 2/1/11, since a new formula for campus funding related to performance ratios rather than FTEs is coming but not yet detailed, since so much that is related to SUNY is unsettled, including tuition hikes and other revenue possibilities, much of his report and indeed the Plenary revolved around speculation or deferral.

*[But leitmotifs abounded:*

- 1) *time-to-degree completion rates as performance metric, as potential focus points for program review and revision, for efficiencies that will lead to reward or sanction;*
- 2) *teacher-training revisions at all campuses to conform to and incorporate Chancellor Zimpher's Transforming Teacher Training initiative;*
- 3) *tensions between the rollout of System-wide, socially desirable initiatives (see, for example, presentations by Chancellor Zimpher and Vice Chancellor Duncan-Poitier) and the elimination of mundane activities that support those initiatives. For example, the “leaky educational pipeline” solutions (need for remediation, better support services for weaker incoming college students, etc., as detailed by Duncan-Poitier) is pushed even as cost centers such as tutoring services, writing assistance, and even ESL services are eviscerated on every campus. Or, the Chancellor's push for more international students as we eliminate services such as ESL classes that will help these students succeed. The overall tension is not new, of course: System centralization vs. campus parochialism. The stakes are simply higher, the tension more stark because this set of leaders in SUNY will not be outlasted, and the budgetary issues are catastrophic.]*

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<sup>1</sup> In general, this goal of this summary is reportage, and every effort has been made to ensure accuracy. Comments or glosses by the reporter tend to appear in italics in brackets. Such opinions and errors of fact are not the fault or responsibility of UFS or its representatives. Please check with the reporter or other summaries of events before reaching conclusions about policy issues; please check all relevant SUNY and UFS documents whether cited in text or not.

## Comprehensive Colleges Sector Meeting

--Many comments and [*unanswerable*] questions about budget cuts, inter-relationships of seamless articulation and Gen Ed transfer leading to program consolidations and closings, etc.

--Concerns were raised about General Education revisions, especially as regards the constant, increasing “mission comprehension” of CCs and university centers pressuring the comprehensive colleges’ sector.

--There was little in the way of budget updates by campus: all are struggling to do more with less; many are experiencing administrative consolidations (for example, departments sharing secretaries); some have eliminated sabbaticals; two have increased workload (Plattsburgh, to 4-3, Potsdam to 4-4, but these were reported at the last Plenary).

\* Plattsburgh reported a serious governance issue related to Gen Ed: the local Senate chose not to work under a short deadline set by their Interim Provost to revise Gen Ed to conform with the 7/10 silo change. [*Her deadline was to start in late November, be done late January.*] The Provost imposed a new Gen Ed curriculum on the campus in the wake of their College Senate’s.<sup>2</sup> Plattsburgh is, like Oneonta, in the midst of a Provost search.

--The following issues were raised with Ken O’Brien, SUNY Administration and the UFS at the Plenary, either publically or in our sector’s follow-up letter: With campuses competing for funds, are some campuses being set up for failure? Can this new funding mechanism be used to eliminate some campuses? Is there any discussion about closing campuses? Is there any discussion of a tuition increase for fall 2011? What do you expect SUNY to look like in 5 years? What budget allocation methods are being used? What are System’s plans for program suspension and discontinuation? What can be done about faculty workload as everyone does more with less? What do you think will be the impact of 7-of-10 Gen Ed on comprehensive colleges? Can you give us information on “5 courses in the major” relative to transfer and mobility?

*[Unsurprisingly, all our concerns really fall under one category: The possibility that current policy and initiatives (transfer articulations including Gen Ed, discussions of regional collaborations, performance-based funding, etc.) might be aimed at allowing programs—indeed campuses—to die on the vine, making deactivation of programs and ultimately campus closings an obvious good. The overall feel is that pseudo-efficiency will lead to defensible but foolish academic program decisions. (For example, Provost Lavalley seemed confident that closing language programs at Albany was the only correct move because they graduated only 3-4 students per year; some have noted that there might be intellectual and cultural values to studying foreign languages that do not track in basic data.)*

There are some unusual developments at several campuses as they attempt to deal with funding shortfalls, classroom shortages (due to slightly increased enrollments or larger class sizes). At Brockport, for example, some 3-credit courses are meeting for 60 rather than 50 minutes 3x per week; their rep stated that some faculty feel that they are working

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<sup>2</sup> Their revised program requires only 34 s.h.; their Provost had insisted that any suggestions must come in at 38 s.h. or less. She also set other constraints. The program description for the revised Plattsburgh Gen Ed curriculum can be found at <http://www.plattsburgh.edu/academics/gened/>

for an additional 10 minutes per class meeting for free, and that the administration at Brockport has noted that the “23 student average class size is now not sustainable.” At Geneseo, program eliminations led to a \$7.3m savings, shielding the campus a bit, but they are experimenting with 4-credit courses that carry only 3 contact hours, and 45 professional lines have been eliminated. There are no sabbaticals at Fredonia. At Potsdam all adjuncts were eliminated last year—though some were hired back this fall. Their rep noted the elimination (2 years ago) of two small programs. Purchase is spending down its reserves, which are estimated to be gone in 18-24 months.

**Presentation—Johanna Duncan-Poitier, Chancellor’s Deputy for the Education Pipeline and Vice Chancellor for Community Colleges**

Presentation will be made available via SUNY website. Vice Chancellor Duncan-Poitier stressed the need for more individual students to graduate from high school prepared to succeed in college and participate meaningfully in the work force. Interesting stats included data on degree and median income; that 56% of the 18-64-year-old population have no college degree of any sort; that only 19% of all those who start 9<sup>th</sup> grade in NYS earn a degree within six years of high school graduation; grim data on how those with Regents diplomas and local diplomas fare when they try college; remediation rates; the 64% 6-year graduation rate for SUNY baccalaureates—higher than the national and state averages, but too low according to her—the 3-year associate’s degree rate of 23%; that SUNY prepares 25% of NYS’s teachers, so great care is required in revising K-12 education. She spoke at some length about educational-community partnerships. Too, a great push was made for the Chancellor’s Transforming Teaching initiative, stressing clinical rather than classroom training. In sum, since fewer students overall will be in the coming decade’s graduation pools, SUNY needs more of them to go to college in NYS and succeed once they get there.

Good questions [*few really answered*] about the need for remediation tied to reduction of funding for same; that new teachers and part-time college instructors will tend to teach the most crucial courses during important transitional moments in students’ lives (8-9<sup>th</sup> grade; 12<sup>th</sup> grade; freshman year drop-out rates, for example). [*In sum, a very optimistically presented and important long-term initiative put forth at a time when we are hard pressed to provide for our current students.*]

**Presentation—Provost David Lavalley, Provost and Senior Vice Chancellor for Academic Affairs**

Reported on comparative graduation rates. (Report to be made available online.)

--Comparative graduation rates about 15% above national averages; community college transfers actually graduate at a higher rate than do traditional first-year students.

--Spoke about an upcoming meeting with language program coordinators to discuss collaborations, online regional offerings, and other consolidations in the wake of language program deactivations.

--Program deactivation or suspension requests will be channeled to the SUNY Office of Program Review and Support for careful analysis. [*Not sure that this is the actual name of the office that reports to him. His point was that decisions will be backstopped and researched so that a global, systems’ perspective is brought to the process.*]

--“Credit creep” abounds throughout the system, but there is some good news. Although there is tremendous variation in the number of credit hours for similar degree programs across the system, in general, transfer students with associate degrees need only 3-4 credits more than native first-year students. So, he advocates a departmental and programmatic review of majors and programs, looking at total credit hours at home and benchmarked by data from peer institutions that offer the same major/program. [*He did not deal with the obvious consequence of his mention of transfer data: if transfer articulation and mobility between campuses is not stopping students from persisting to degree in a meaningful way, then why all the changes to that which is not a problem? The answer lies at least partly in the comments of Tina Goode of the FCCC, below.*]

--Phase 1 of the Transfer website is live. Phase 2 will go live in March. He reviewed Seamless Transfer and Gen Ed revision. [*Everything is fine, according to him.*]

### **Presentation—Budget Report by Kathleen Preston, Interim Vice Chancellor for Financial Services and Health Affairs.**

--was unable to detail cuts to SUNY based upon Governor Cuomo’s upcoming budget proposal. Since she has no info on the actual budget, she provided an overview of the problem, and said “We expect another cut.” Her logic is unassailable: the total NYS budget for 2011 is \$1135b, but the current \$10b budget gap is not relative to the total budget; the \$10b gap is in the General Fund, a \$54b fund balance account. Since SUNY’s budget is \$3.3b, and since the \$10b must be recovered from the \$54b General Fund, there’s little chance that SUNY will not bear great pain here. She actually said, “Hang in there. . . . Look forward to more shared sacrifice.” [*However, she was more optimistic than the Chancellor would be later this night and in subsequent comments. IMHO: This young woman was thrown to us as a sop, a sacrifice to show us we are being told things even as we are told nothing. This is the second time in my short UFS experience that a highly paid budget person appeared before us with no information to shield her. Of course, we all applauded her courage, commiserated with how difficult a job she’s been given: and that’s why she was sacrificed. It seemed a calculated, cynical exercise.*]

### **Sector Reports & Chancellor Zimpher’s Responses**

#### **Comprehensive Colleges**

--Jim McElwaine summarized the concerns of our sector break-out session, detailed above: large-scales of change (strategic planning, student mobility—including Gen Ed changes), inter-sector & inter-campus competition, and mission compression, voicing support for the Chancellor, but asking about foreseeable consequences in the light of those concerns. Our sector feels “particularly threatened” at present, though he noted the awkwardness of such an impression at a time when all outlooks for all things in SUNY are so dire. The Plattsburgh incident was mentioned, and details on performance-based resource allocations’ metrics were requested.

**Chancellor Zimpher’s response** foregrounded the budget difficulties and uncertainties inherent in those difficulties. The Chancellor insisted upon a System’s approach over parochial considerations: “calibration of enrollment plans, mission statements, tuition plans and curricula” should be the goal for all campuses. She spoke candidly about what she forecasts will be “great pain” in the coming budgetary season: she is convinced that the new Governor is committed to

solving the systemic budget problems that face NYS, not slapping one-year band aids on deficits. Her words were clear and forthright: if we do not figure out ways to work collaboratively and help each other, finding efficiencies, working regionally, etc. we are in great trouble because “the coming cuts will probably be much larger than recent cuts.” She stressed that she sees the 64-campus system as an asset, not a deficit. *[However, her comments contradicted to a degree the sacrificial lamb we were thrown in the person of Kathleen Preston, whose comments are summarized above. Preston had noted that the recent cuts had historically averaged \$160-200m per “cut year.” She intimated that the mid-year cuts this season should fall in that range. The Chancellor’s comments, especially at dinner, forecast far larger possibilities. In fact, one sector rep observed privately that he “heard” the Chancellor say in her public remarks that she “hoped we could save all campuses in the 64-campus system.” Neither I nor another rep “heard” that particular comment spoken publically. What she did say was that “There will be programs cut. There is no place to hide. The situation is desperate.” See below, her response to CGLs.]*

### **Health Sciences**

--Shelly Mozlin, Optometry, asked about technology and privacy issues such as who owns data; she also spoke about strategic planning and increased workload concerns related to increased enrollments.

**Chancellor Zimpher’s response** dodged these issues in favor of chatting about data collection, noting that “This is really a challenge.” She did take the opportunity to reinforce Strategic Enrollment Management as an efficient way to plan and implement program implementation, review and elimination.

### **Colleges of Technology**

--Joseph Petrick, Alfred, reiterated budget concerns and raised issues about administrative review of presidents and other senior administrators.

**Chancellor Zimpher’s response** was that more-routine administrative review (an initial third-year then five-year 360 degree review) is coming. System is down from 2000 to 400 employees,<sup>3</sup> so *[see above, her comments on budget; below, her response to CGLs]* top-down action on anything is unlikely: she wants collaborative action.

### **University Centers**

--Representative Peter Knuepfer, Binghamton, asked about performance-based funding. Also, will faculty governance be involved or will these metrics be determined by you and campus presidents? Too, what do you mean by “consolidation of services”? Last, if online or other mechanisms will be used to deliver content for “consolidated services,” how will this factor into resource reallocation and retrenchments.

**Chancellor Zimpher’s response** stressed that faculty will be involved in all appropriate discussions. She noted that her dinner presentation might provide detail of interest. *[Those comments at dinner focused on regionalization in keeping with the economic regions outlined by Lt. Governor Duffy and the*

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<sup>3</sup> This is a quote, but I have no data to support her anecdotal comment.

*absolute need for campuses in those sectors to collaborate whenever possible. See below, her response to the CGLs: “There is no place to hide. . .”]*

### **Specialized and Statutory Colleges**

--Representative Ron Sarner, SUNY IT, noted that this “odd group” (his phrase) expressed its usual sense of marginalization. The coming season’s uncertainties have exacerbated this sense. One interesting question was raised: What will define a “successful campus as an economic engine?”

**Chancellor Zimpher’s response** validated the existence of the extension colleges at Cornell, Alfred Ceramics, SUNY Maritime. As for metrics and measures, we should deliver to “our various publics” (her term) a report card that details our productivity and economic value. [*Dinner comments and other speakers throughout this Plenary underscored the need for community outreach, public relations and other rainmaking and informational tasks academicians are not trained to perform.*] In fact, there was a drumbeat (Chancellor, Provost, several vice chancellors) on this talking point: inform your “various publics” about what we do, how cost-effective we are as we do it, and of our short-term and long-term value.

### **Campus Governance Leaders**

--Representative Susan Camp, Oswego, asked about the use of jargon such as curriculum balancing, strategic enrollment management, data-driven efficiencies, performance-based funding allocations, etc., and how these terms are involved in coming budget activities. Mentoring of campus presidents in their times of dealing with harsh economic times is worth considering as our leaders need our support, according to these campus leaders [*Maybe a bit of projection here?*] Last, small, unique programs might be particularly at risk, so how does a campus balance (campus) uniqueness against core (system) values and data-driven decision making?

*Chancellor Zimpher’s response:* “There is no place to hide. There will be program cuts, consolidations and eliminations. The situation is desperate. We have to manage the times we live in to the best of our abilities. . .” [*Quoted verbatim.*]

[*The Chancellor continued her remarks at dinner on Friday night, detailing what is meant by “performance-based” funding, noting among other details that the BAP (Budget Allocation Process) had since at least 1998 included performance-based incentives, but that the money had never been available to implement them. Too, she spoke at length about the concept of Regionalism as envisioned by the Governor. Her presentation was dizzying: it careened from cheerleading SUNY in new publicity celebrating the System’s diversity to stark, dire pronouncements of the awful situation we are in. She said (and I paraphrase), “I hope that in 2-5 years there will be pieces we can pick up that will enable us to reconstitute the integrity of the current SUNY system.” Even as she is trying to move us “from good to great” she is telling us what is now good is unsustainable.*]

(Reconvened Saturday, 1/29/11, 8:30am: Resolutions introduced Friday, 1/28/11)

### No Resolutions on the Agenda

BUT, the record reflected discussion and movement of one Sense of the Senate motion and one letter from President O'Brien to Provost Lavalée.

\*Sense of the Senate motion supports Chancellor Zimpher's recommendation of March 12, 2011, to the Board of Trustees Policy on Out-of-State, Credit-Bearing Academic Degree and Certificate Programs. (Available upon request.) The gist is the inclusion of wording to ensure faculty consultation. **PASSED**

\*The letter is to Provost Lavalée, thanking him for his prompt response to the UFS's resolution on faculty governance and resource allocation, a resolution passed at the fall 2010 Plenary. **No Vote necessary:** For information only

### Reports

**Faculty Council of Community Colleges (FCCC)**—Tina Goode

--Report on General Education, history since 1996 & current discussions. (PowerPoint to be made available online.) Of particular interest is a May 2009 report by the American Association of Colleges and Universities (AACU).<sup>4</sup> The AAUP report is available at [http://www.aacu.org/membership/documents/2009MemberSurvey\\_Part2.pdf](http://www.aacu.org/membership/documents/2009MemberSurvey_Part2.pdf). The gist of the presentation is that the FCCC is looking for a paradigm shift: no longer course transfer, but acceptance of Gen Ed as a curriculum transferred *in toto* from campus to campus. In short, if a student completes a core curriculum at one campus, a receiving campus honors that completion, adding additional learning goals as appropriate. [*In private conversation, she noted that community college faculty "were finished compromising with SUNY's senior colleges on transfer. They (CC faculty, that is) no longer care about transfer, according to her; they want to be able to design their own curricula without regard to whether it suits 'us.'"* Her comments and the paradigm shift are based upon a particular 1998 Gen Ed report from the task force that—in her words—got it right, but was betrayed by the Gen Ed curriculum and SUNY's subsequent revisions. She feels that the CCs have bent enough, done enough.]

**Student Assembly**—Two Students spoke about student activities including a legislative agenda. Of greatest interest will be SUNY Palooza, March 15<sup>th</sup> in Albany, to lobby against cuts.

**TeleReport by Sandi Cooper, President of the UFS at CUNY.** This led into a

**Panel presentation on Shared Governance and AAUP**—Tina Goode, Sandi Cooper, Shelly Mozlin, Dennis Showers, Susan Camp, and Sharon Cramer. Among other subtopics, the panel discussed surveys of shared governance, including one developed by Prof. Ben-Ruwin of Texas A & Am International (to be made available through the UFS website); AAUP censure of SUNY and how/whether we can or should redress that censure. The panel members attended the recent AAUP Governance Conference, and

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<sup>4</sup> The AACU website provides a comprehensive index of general education information: <http://aacu.org/resources/generaleducation/index.cfm>.

reported back on its scope and activities. Conference holism for meaningful shared governance: No Fear, No Secrecy, No No's (automatic rejectionism), Not just Me.

**Nominations Committee**—David Carson

--First call for UFS President. Current two-year term expires 2011.

**Committee on Diversity and Cultural Competence**—Phil Ortiz

--Coordination and publicizing of campus-based diversity activities continues. Specific planning includes work on a diversity survey, planning of the 2<sup>nd</sup> STEM Conference, to be held 3-4 November 2011, at the Crowne Plaza in Albany.

--Dr. Pedro Caban, Vice Provost, Office of Diversity and Educational Equity (ODEE) has resigned, is now a faculty member at U Albany. Carlos Medina is the new Acting Director of the ODEE.

**Committee on Ethics and Institutional Integrity**—Chuck Horan [*sic?*]

--Will be making a presentation at the spring 2011 UFS Plenary on Ethics and Information Technology in Academia.

--Is researching a plan to create a formal, organizational entity such as an Ethics Institute to implement the goals of the Committee and the UFS.

--Is working on a survey of ethical issues on various campuses.

**Governance Committee**—Dennis Showers

--In keeping with a recent UFS resolution, the Committee met virtually using Elluminate teleconferencing technology. There is a steep learning curve, but the positive potential consequences—including cost savings—are large.

--CGL Orientation Guides finished and available, updating continues, including collation of information from campus CGLs. Mentoring and support of CGLs continues to be a concern; use of other sources for support of shared governance, including Middle States data and protocols, also continues.

--Questions were asked about the variability by campus of administrative review, and the need for 360-degree review. [*The Provost and Chancellor had mentioned this as well, focusing on three-year initial reviews of campus presidents and then five-year evaluations thereafter.*]

**Graduate and Research Committee**—Ed Feldman

--Work continues on planning for a major symposium: “Research That Matters: An Exposition of Graduate Research in SUNY and CUNY” to be held 8 March 2011, in the LOB in Albany. Campus VPAsAs have been asked to name liaisons to highlight individual campus activities and contributions. [*This seems an important part of the public relations activities referred to, above. That our legislative leaders are unaware of what happens in SUNY in their districts seems beyond comment.*]

--Will be setting up a working meeting on sustainability, inviting experts from four areas: energy, environment, green chemistry, and social/political consequences and opportunities. A summer 2011 meeting is envisioned. UF senators are asked to nominate experts in these four fields. More info will be forthcoming on the UFS website.

--The Ad Hoc Committee on Grading will include three representatives from the Graduate and Research Committee.

**Operations Committee**—Ron Sarner

--Held one videoconference since the last Plenary. A survey by Trish Ralph at Brockport is examining varieties of restrictions on mobile devices in the classroom. This report will be shared at the spring Plenary. In short, she is asking if there is a current policy, not whether such a policy is desirable or well thought out.

--Work continues on several projects, including documentations of budgetary impacts; fringe benefit recovery (which may be discarded, according to their printed report, because “several side issues may be best left unaddressed”); executive compensation; revision of the Rational Fiscal Policy document; the Longitudinal Faculty Profile, which will be finished and presented at the spring 2010 Plenary. Three data sheets are currently available that detail information covered at the last Plenary, but at least two data-supported findings are worth repeating:

- \* a substantial recovery over the past five years in the number of f-t faculty at state-operated campuses;
- \* an increase in the number of female f-t faculty throughout the system over the past twenty years.

--A report on time-to-degree completion is completed. [*The Provost referred to the report and its finding during his presentation.*] There are two key findings to date: 1) SUNY students exceed national averages for baccalaureate degree completion in four-, five- and six-year time frames; 2) degree completion rates are highest at the university centers, lowest at campuses in the Technology sector.

--A report on Encroachment of Library Facilities is almost complete, but has thus far found no widespread pattern of problems.

**Programs and Awards Committee**—Janet Nepkie

--Update on Conversations in the Disciplines guidelines, available at [www.suny.edu/provost/facultyawards.cfm](http://www.suny.edu/provost/facultyawards.cfm) and [www.brockport.edu/CID](http://www.brockport.edu/CID). The Committee’s petitioning led to two, new CID Awards, in Sustainability and Entrepreneurship. Up to \$5000 is attached to these awards, thanks to Provost Lavallee and Vice Chancellor O’Connor.

--Comments on Chancellor’s Awards, including discussion of expansion of eligibility for Chancellor’s Awards and suggestions for establishing campus-specific awards for those not covered by existing Excellence awards.

**Ad Hoc Committee on Grading**—Janet Nepkie

--Studying faculty roles in grading and program completion; just coming together as a group, will report back at next Plenary.

**Student Life Committee**—Ray Krisciunas

--Report on Best Practices in Student Leadership Programs available in hard copy. (Available on request.)

--Compilation of SUNY Campus Traditions II completed, available online through [www.suny.edu](http://www.suny.edu).<sup>5</sup> Work continues on compiling data for campus Traditions II, focusing on community colleges.

--Work continues on two projects: SUNY and the World and Honor Codes. In both cases, surveys and outreach continues. Eight campuses have honor codes; interestingly, they will not share info at this point.

--Though not connected to the work of the Operations Committee, the Student Life Committee is also looking into social networking usage by students, researching “pleasures and perils.”

**Undergraduate Academic Programs and Policies Committee—Joy Hendrick**

--Work continues on an update of the *Guide for the Evaluation of Undergraduate Academic Programs*, most recently revised in 2001.

--Interest is high in continuing discussions with Interim Provost Lavallee on international education and student mobility.

--Reminder that the Policies of the Board of Trustees now make campuses individually responsible for assessment in keeping with disciplinary and regional accreditation standards. No more SUNY-specific reporting.<sup>6</sup>

--A review of the use of TAs and other undergraduate support in undergraduate education.

Adjournment at 11:30am, 1/29/11

Respectfully submitted,  
Richard Lee  
UFS Senator  
SUNY Oneonta  
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<sup>5</sup> When you are at suny.edu, click on Traditions, which will link you to <http://www.oneonta.edu/development/huntunion/traditions/>

<sup>6</sup> Trustees Resolution 2010-039, *Streamlining the State University Board of Trustees Policy on Assessment*, March 23, 2010. The MTP can be found at [http://www.suny.edu/provost/academic\\_affairs/files/assessment/Assessment\\_MTP\\_20100715\\_FINAL.pdf](http://www.suny.edu/provost/academic_affairs/files/assessment/Assessment_MTP_20100715_FINAL.pdf). The original resolution on assessment can be found at [http://www.albany.edu/assessment/Assessment%20Resolution\\_March%202010.pdf](http://www.albany.edu/assessment/Assessment%20Resolution_March%202010.pdf).