ESF Board of Trustees Meeting
February 28, 2020
President’s Report

DAVID AMBERG
Stephanie comes to us from Corning Community College where she served as the director of marketing and communications for the past five years. Prior to this, she held the position of director of communications at Cornell University School of Veterinary Medicine.

She holds a Master of Science in integrated marketing communication from West Virginia University. Stephanie brings a breadth and depth of directly relevant experience to ESF’s unique marketing and communications needs.

Dr. Rivera, originally from Chicago, holds an Ed.D. from National Louis University, a master’s degree from Roosevelt University, and a bachelor’s degree from the University of Illinois at Urbana-Champaign.

She has extensive experience in inclusion, diversity, and equity work including serving as the Director of Diversity and College Access at the University of Wisconsin-Stevens Point, the Director of the Office of Diversity Services at Suffolk University, and the Director of Diversity/Inclusion and Student Activities at Westfield State University (MA).
Rebecca comes to us from Onondaga Community College where she served as Associate Vice President of Student Engagement and Learning Support. Prior to this, she held various positions at City University of New York. She holds a Master of Science in Education from Hunter College and did her undergraduate work at Houghton College.

Responsibilities under Title IX include coordinating and implementing the College Title IX and Violence Against Women Act compliance efforts in the context of strengthening the College’s commitment to promoting an educational, working and living environment free from sexual harassment and violence, and gender-based discrimination. Rebecca will also provide ongoing consultation to the Chief Diversity Officer and other College officials as appropriate regarding Title IX requirements, grievance issues and compliance programs.

Responsibilities under EEO/AA include planning, analyzing, and directing all aspects of ESF’s programs for EEO/AA including the annual review and update of policies and procedures related to affirmative action, as well as for the preparation of the annual affirmative action program; ensuring that effective and inclusive search processes are utilized; and monitoring campus climate and national trends relevant to EEO/AA and providing responsive leadership.
Recent Bias/Racist Incident in Centennial Hall

• Feb. 7th - Student seen writing a statement negatively targeting African Americans on a resident’s door.
• Continued with an additional statement on Feb. 8th quoting John Wilkes Booth.
• Administration was notified late in the day on the 8th, promptly met and it was decided to remove the perpetrator immediately from campus pending a conduct review.
• Conduct review has been completed and appropriate action has been taken.
• Our response reflects our commitment to zero tolerance, transparent communication and swift action.
ESF – OCC Press event for MOU signing

Jan. 30, 2020

President Casey Crabill and Interim President David Amberg pictured right signing an articulation agreement, giving OCC students pursuing degrees in Liberal Arts & Sciences: Mathematics and Science a seamless pathway into 18 different bachelor’s degree programs at ESF. OCC students who complete work toward an associate degree in Mathematics and Science with a 2.8 grade point average or higher will be eligible to transfer to ESF with junior status.

Similar MOU signed with Jefferson CC.
ESF Goes Smoking, Vaping and Nicotine Free

Jan. 1, 2020

Over the past several months we have been preparing to make ESF a smoke-, vape- & tobacco-free campus as of the 1st of the year.

This decision was communicated in the months prior to Jan. 1 including making smoking cessation courses available to the ESF community as offered through Upstate Medical University.

Includes extensive signage around the campus and all entry points to buildings.

This initiative is also part of our sustainability program; cigarette butts are the top plastic polluter.
Satellite Properties Task Force

The first phase of a deep financial audit of all assets has been completed and a final report is being generated.

Assets evaluated include: TIBS, CLBS and Pack Experimental Forest, Ranger School and Dubuar Forest, Newcomb Campus and Huntington Forest, Warrensburg Campus and Pack Demonstration Forest, Lafayette Field Station, and Heiberg Memorial Forest in Tully.

The 2nd phase will be for the task force to identify cost saving strategies and new revenue generation strategies to reduce negative financial impacts to the College while maintaining the unique value proposition of the properties.
Multiple communications to campus keeping abreast of latest information.

The CDC has raised its Travel Advisory on China and South Korea to a Level 3. Consistent with ESF practice, we do not send faculty or staff to countries with a CDC Level 3 without permission from the College president.

In cases where students or staff feel it is in their best interest to be absent from class or work, we encourage flexibility in dealing with these absences.

Created a webpage as a single source for current information and important resources.

Working on a pandemic response procedure/protocol to maintain essential functions.
Team Led by Professor James Gibbs RedisCOVERS Two Giant Tortoise Species Thought to be Extinct

Sloan Foundation Indigenous Graduate Partnership with The Center for Native Peoples and the Environment

For students of Native American, Alaskan Native, or Native Hawaiian descent.

Tuition waiver (ESF), fully funded stipend and health care (Sloan).

1 ESF funded student and 4 Sloan funded students added a year.

This year’s fellows:

- Brad Thomas - Tuscarora Nation, Snipe Clan
- Dineh Judd - Navajo Nation
- Susannah Howard - Potawatomi Nation
- Mariah Gladstone - Amskaapi Pikuni, Kainai, and Tsalagi
- Biidaaban Reinhardt - Anishinaabe Ojibwe/Chippewa
- Avery Shane Old Coyote - Crow and Flathead Nation
American Chestnut Restoration Forest; $3.2M Grant from the Templeton World Charity Foundation to Dr. Bill Powell
On the Upside, we have gotten exceptionally good at managing crisis!

Inclusion, Diversity and Equity

Dr. Malika Carter
- Biannual student opinion survey
- Graduation Questionnaire
- Employee satisfaction survey
- Diversity climate survey
- COACHE Exit Surveys

- NADOHC
- DTH
- Community violence program
- Gender Identity Committee SU / ESF
- ESF Women’s Caucus
- Identity Committee
- AGEC

- Revise and review policies affecting unlawful discrimination, diversity, and inclusion
- Addressing unlawful discrimination / Title IX complaints
- Create training programs relevant to revised policies
- Collaborated in creating an Upstate specific reach out app as resource for survivors of violence and unlawful discrimination
- Policy Structure
- SUNY SAVR

- Pipeline Programs
- Grants
- Develop mentorship program for students
- Explorations in Diversity & Academic Excellence Program
- Drive spaces
- Diversity Fellowship (3)

- In partnership with ESF women’s caucus
- Take your kids to work day
- Girls Summit
- Outreach to increase diversity in employment pools
- Health Neighbors Partnership to educate community on addressing health disparities
- Expose youth to higher education
- Increase the pool of certified MWBEs

- Update ODIE Website
- Virtual newsletter
- Diversity lectures

- Infusing Diversity & into the curriculum
- Insert diversity into the case studies for the Standardized Patient Program

- Inclusive Excellent Reception

- ESF

- Diversity (ODI)

- Communication

- Curriculum

- Recognition Awards

- Staff

- Community

- Partnerships

- Compliance Policy & Procedure

- Students
Student Inclusion Initiatives

Our new Director of Student Inclusion Initiatives (Dr. Rivera) and our OIDE Graduate Fellows have begun working on the following programs:

**Kaira Fuentes, Diversity Graduate Fellow**  
PhD Candidate: Environmental and Community Land Planning-GPES

- Men of Color Mentorship / Community Building
- Women of Color Mentorship / Community Building

**Bobbetta Davis, Diversity Graduate Fellow**  
Conservation Biology, M.S. 2022

- Men of Color Mentorship / Community Building
- Women of Color Mentorship / Community Building
- LGBTQ+ Mentorship / Community Building / Campus Education
Student Inclusion Initiatives

Kaitlyn Simmons, Diversity Graduate Fellow
M.S. Candidate 2020, Environmental Studies/MPA

- Women in STEM Mentorship / Community Building
- Graduate Student Outreach
- Mental Health Awareness

Biidaaban M. Reinhardt, Diversity Graduate Fellow
M.S. Candidate 2020, Sustainable Construction
Citizen of the Sault Ste. Marie Tribe of Chippewa Indians

- Native American Mentorship / Community Building
- LGBTQ+ Mentorship / Community Building / Campus Education
Student Inclusion Initiatives: Military Veterans

Under the leadership of Dr. Rivera, OIDE will begin to develop a plan to increase ESF outreach to Military Veterans at our local community colleges. The target date for implementation will be Fall 2020.

Dr. Rivera is an Army Veteran and was deployed while in graduate school in support of Operation Enduring Freedom (OED). She also serves as the advisor for the newly formed SUNY ESF Veteran’s Club.
Living Document Update: Moving the Needle on Inclusion, Diversity, and Equity at ESF

• NERCHE Self-Assessment Rubric for the Institutionalization of Diversity, Equity, and Inclusion in Higher Education
  • https://www.wpi.edu/sites/default/files/Project_Inclusion_NERCHE_Rubric-Self-Assessment-2016.pdf

• Questions Regarding Materials Presented 2/13/2020 to Campus Community (ITEMIZED LIVING DOCUMENT OBJECTIVES)
  • https://docs.google.com/presentation/d/1-M6Xc2WMcPLTrat7B0EinZcbqU050BbF4outhkDldUw/edit#slide=id.g6ef7d33d2_0.54
Dear ESF Campus Community,

Over winter break, the Inclusion, Diversity, and Equity Committee worked with the Facilities Department to provide free menstrual products in every restroom on campus. These products have previously been available in women’s restrooms, but have now been placed in men’s and all-gender restrooms as well. A list of locations of women’s, all-gender, single-occupant, and accessible restrooms is available from the ESF Women’s Caucus: https://www.esf.edu/womenscaucus/documents/bathrooms.pdf.

The reasoning behind placing menstrual products in all restrooms is simple: there are people on our campus who find themselves in need of these products, and they should have easy access to them. The Gender Expression Non-Discrimination Act (GENDA) states that all restrooms may be used by any person regardless of gender identity or expression. Women are not the only people who menstruate, and people of all genders should be able to access menstrual health products in any restroom they enter. The products are in small bins with lids, and can be easily avoided by those who are not in need of them.

One question that has been posed to the Committee is whether these products should be limited to the all-gender restrooms on campus. All-gender restrooms are very limited on campus; some buildings don’t have any, or lack quickly navigable paths to those in other buildings. Timing access to these products when needed for ¼ of each month can be a challenge. If any period is extra heavy, or a person also has a mobility challenge or an extra time constrained schedule, the difficulty to reach an all-gender restroom would be far greater. Many folks who menstruate have preferred products and will only be using what’s in the baskets when they don’t have time or funds to get what works best for them. Lacking access to these products can negatively impact access to education and to work.

The IDE Committee is proud to be part of this initiative to promote equitable access to necessary health products for our entire campus community.

For more information on this and other inclusion, diversity, and equity initiatives, please visit www.esf.edu/ide. Additional information and resources regarding GENDA can be found via the New York Transgender Advocacy Group website at https://www.nytag.org/genda. Any questions, concerns, or ideas can be addressed to Dr. Lizette Rivera, Director of Student Inclusion Initiatives at lrivera@esf.edu.

Best,
IDE Committee: IDE Liaison Initiative

• Position made to increase the impact of the IDE committee, creating a point person in each academic and professional unit (decided by the VPs)
• Serves as a reminder that IDE work is for all on campus to commit to
• Gives a better representation of the campus for input in IDE topics
• Share their unit’s contributions and learn from various entities what IDE topics need to be addressed, and how to better promote IDE efforts campus-wide
• Attend "train the trainer" workshops to learn to coordinate or facilitate anti-bias trainings and other workshops once a semester
• Relay news, events, and other notable points of interest between the IDE committee and their unit
• Serve as a point person in their unit for resources and questions about IDE
• Faculty liaisons in tenure track will have their work considered as a service appointment (per Faculty Senate resolution 182-02-01)
College Finances

JOSEPH RUFO

2019-20 State Operating Budget 2\textsuperscript{nd} Quarter Update
2020-21 Governor's Executive Budget
ESF Deficit Reduction Plan
## ESF 2019-20 Operating Budget - 2\textsuperscript{nd} Quarter Update

<table>
<thead>
<tr>
<th>REVENUE ($000's)</th>
<th>Budget</th>
<th>Year-End Forecast</th>
<th>% of Total</th>
<th>Projected Variance: Year End vs Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$</td>
</tr>
<tr>
<td>State Allocation: Base Annual Support</td>
<td>$22,609.8</td>
<td>$22,609.8</td>
<td>60.4%</td>
<td>$0.0</td>
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<tr>
<td>Campus Revenue - Tuition</td>
<td>$19,132.0</td>
<td>$19,055.7</td>
<td>50.9%</td>
<td>($76.3)</td>
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<tr>
<td>Scholarships/Waivers</td>
<td>($4,985.9)</td>
<td>($4,420.8)</td>
<td>-11.8%</td>
<td>$565.1</td>
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<tr>
<td>Campus Revenue - College Fee &amp; Interest</td>
<td>$138.1</td>
<td>$215.8</td>
<td>0.6%</td>
<td>$77.7</td>
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<tr>
<td>Total</td>
<td>$36,894.0</td>
<td>$37,460.5</td>
<td>100.0%</td>
<td>$566.5</td>
</tr>
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</table>
## ESF 2019-20 Operating Budget - 2nd Quarter Update

### EXPENDITURES ($000's)

<table>
<thead>
<tr>
<th>EXPENDITURES</th>
<th>Budget</th>
<th>Year-End Forecast</th>
<th>% of Total</th>
<th>Projected Variance: Year End vs Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Service - Regular</td>
<td>$31,295.7</td>
<td>$30,695.7</td>
<td>72.6%</td>
<td>($600.0) -1.9%</td>
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<tr>
<td>Personal Service - Temporary</td>
<td>$3,502.7</td>
<td>$3,186.0</td>
<td>7.5%</td>
<td>($316.7) -9.0%</td>
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<tr>
<td>OTPS: UG Student Scholarships</td>
<td>$2,839.2</td>
<td>$2,520.0</td>
<td>6.0%</td>
<td>($319.2) -11.2%</td>
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<tr>
<td>OTPS: Grad Student Tuition Waivers</td>
<td>$1,995.5</td>
<td>$1,900.8</td>
<td>4.5%</td>
<td>($94.7) -4.7%</td>
</tr>
<tr>
<td>Scholarships/Waivers</td>
<td>($4,834.7)</td>
<td>($4,420.8)</td>
<td>-10.5%</td>
<td>$413.9 -8.6%</td>
</tr>
<tr>
<td>OTPS: SU Contract - Accessory Instruction</td>
<td>$2,050.0</td>
<td>$2,068.0</td>
<td>4.9%</td>
<td>$18.0 0.9%</td>
</tr>
<tr>
<td>OTPS: Department Expenses</td>
<td>$4,140.8</td>
<td>$4,015.3</td>
<td>9.5%</td>
<td>($125.5) -3.0%</td>
</tr>
<tr>
<td>OTPS: Utilities</td>
<td>$1,803.7</td>
<td>$1,781.9</td>
<td>4.2%</td>
<td>($21.8) -1.2%</td>
</tr>
<tr>
<td>OTPS: SUNY Provided Services</td>
<td>$506.9</td>
<td>$506.9</td>
<td>1.2%</td>
<td>$0.0 0.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$43,299.8</strong></td>
<td><strong>$42,253.8</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>($1,046.0) -2.4%</strong></td>
</tr>
<tr>
<td>Operating Surplus / (Deficit)</td>
<td>($6,405.8)</td>
<td>($4,793.3)</td>
<td>N/A</td>
<td>$1,612.5 -25.2%</td>
</tr>
</tbody>
</table>
## ESF 2019-20 Operating Budget - 2nd Quarter Update

<table>
<thead>
<tr>
<th>CASH BALANCE ($000)</th>
<th>As of 2/24/20</th>
<th>Year-End Forecast 6/30/20</th>
</tr>
</thead>
<tbody>
<tr>
<td>$'s</td>
<td>$3,873.6</td>
<td>($2,107.6)</td>
</tr>
<tr>
<td>As % of Operating Expense</td>
<td>8.9%</td>
<td>-5.0%</td>
</tr>
</tbody>
</table>
Governor’s 2020-21 Executive Budget Highlights
State Operated Campuses

**Maintenance of Effort** through 2024-25
- SUNY State Operated Campuses: $708.0 million
- ESF: $22.6 million

**Predictable Tuition Plan** for resident UG tuition rates through 2024-25
- State Operated Campuses: increases of up to $200 / year

**Retroactive salary payments**
- State Operated Campuses: $5.6 million
- ESF: ~$80,000

**Employee benefits fully funded**
- ESF: ~$16.0 million

**Excelsior Scholarship Program**
- Income eligibility increased from $125,000 to $135,000 in 2020-21 and $150,000 in 2021-22
Legislation allows for the SUNY Board of Trustees to increase the ESF non-resident undergraduate tuition rates by a maximum of 10% annually for a four-year period starting in the 2020-21 academic year.

Like the SUNY University Centers (Albany, Binghamton, Buffalo and Stony Brook), ESF is a doctoral granting institution with an active and robust research program that benefits our undergraduates and an overall cost structure more consistent with the University Centers than the comprehensive colleges such as Cortland, Geneseo or Oswego.
Governor’s 2020-21 Executive Budget Highlights
ESF Non Resident Undergraduate Tuition Rate

| Incremental Revenue | 2020/21 | | 2021/22 | | 2022/23 | | 2023/24 |
|---------------------|--------|--------|--------|--------|--------|--------|--------|--------|
|                     | Fall   | Spring | Year   | Fall   | Spring | Year   | Fall   | Spring |
| Rate (1)            | $9,339 | $9,339 | $18,678 | $10,273 | $10,273 | $20,546 | | |
| FTE (2)             | 342    | 315    |        | 342    | 315    |        |        | |
| Revenue Base        | $3,193,938 | $2,941,785 | $6,135,723 | $3,513,332 | $3,235,964 | $6,749,295 | | |
| Incremental Revenue | $557,793 |        |        | $613,572 |        |        |        | |
| Less Financial Aid (3) | ($223,117) |        |        | ($245,429) |        |        |        | |
| Net New Incremental Revenue | $334,676 |        |        | $368,143 |        |        |        | |
| Cumulative Incremental Revenue | $334,676 |        |        | $702,819 |        |        |        | |

<table>
<thead>
<tr>
<th>Incremental Revenue</th>
<th>2022/23</th>
<th></th>
<th>2023/24</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
<td>Spring</td>
<td>Year</td>
<td>Fall</td>
<td>Spring</td>
<td>Year</td>
<td>Fall</td>
<td>Spring</td>
</tr>
<tr>
<td>Rate (1)</td>
<td>$11,300</td>
<td>$11,300</td>
<td>$22,600</td>
<td>$12,430</td>
<td>$12,430</td>
<td>$24,860</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FTE (2)</td>
<td>342</td>
<td>315</td>
<td></td>
<td>342</td>
<td>315</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Revenue Base</td>
<td>$3,864,665</td>
<td>$3,559,560</td>
<td>$7,424,225</td>
<td>$4,251,131</td>
<td>$3,915,516</td>
<td>$8,166,647</td>
<td></td>
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<tr>
<td>Incremental Revenue</td>
<td>$674,930</td>
<td></td>
<td></td>
<td>$742,422</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Less Financial Aid (3)</td>
<td>($269,972)</td>
<td></td>
<td></td>
<td>($296,969)</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Net New Incremental Revenue</td>
<td>$404,958</td>
<td></td>
<td></td>
<td>$445,453</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Cumulative Incremental Revenue</td>
<td>$1,107,777</td>
<td></td>
<td></td>
<td>$1,553,230</td>
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</tbody>
</table>

(1) Assume annual increase of 10%
(2) Assume 2019 - 20 actuals
(3) Assume 40% Financial Aid offset to revenue each year
Governor’s 2020-21 Executive Budget Highlights
State Operated Campuses

Capital Funding

- **$550M in critical maintenance funding**
  - $153.4 million is allocated among the State-operated/statutory campuses
  - ESF $2.28 million
  - $396.6 million is provided in a lump sum for priority critical maintenance projects

- **$300M ($200M State share, $100M Campus raised)**
  - A new Strategic Needs Capital Matching Program for the advancement of priority projects, including major renovations and new construction of academic facilities at the State-operated campuses and statutory colleges
  - Allocation process determined by a plan to be developed by the Chancellor and approved by the Division of the Budget
ESF Deficit Reduction Plan

Required by the SUNY Budget Office in order to authorize SUNY to subsidize ESF during periods of insufficient cash to fund operating expenses

Currently in discussions with the SUNY Budget Office

Outlines opportunities for incremental revenue as well as cost savings, such as:

**Revenue**
- Non-resident undergraduate tuition rate
- Academic excellence and success fee
- Sponsored research salary recovery
- Enrollment
- College Foundation Unrestricted Donations

**Expenditures**
- General maintenance and operating efficiencies
- Energy savings
- Workforce reductions through attrition
- 90-day delay in filling positions
- SU Contract: accessory instruction
Questions?
Provost’s Report

DAVID NEWMAN
OBSTE THERASME, PH.D.
Assistant Professor, Sustainable Resources Management

Dr. Obste Therasme received his Ph.D. in sustainable energy from ESF in 2019; M.S. in chemical engineering, Syracuse University and his B.S. in chemistry from the State University of Haiti, School of Sciences, Port-au-Prince, Haiti.

Prior to starting at ESF, Dr. Therasme was a research project assistant who characterized the environmental costs and benefits of chemicals derived from short-rotation willow crops conversion using Life Cycle Assessment; Integrating LCA and techno-economic analysis of these systems. He also designed and conducted experiments to study the variability in characteristics of short-rotation willow during storage prior to its use as a feedstock for bioenergy, biofuels and bioproducts production.

Dr. Obste’s appointment started on Jan. 4.

CYNTHIA J. DOWNS, PH.D.
Assistant Professor, Environmental and Forest Biology
PRODig Scholar

Dr. Downs received her Ph.D. in ecology evolution and conservation biology from the University of Nevada and her B.S. from ESF.

Cynthia is an ecological physiologist who investigates how the diverse physiological traits expressed by animals alter an animal’s interaction with its environment and mediates the animal’s ecology, population dynamics and evolutionary trajectories. Her research is largely focused at the organismal level, but because organismal-level phenotypes are not independent of each other, of the mechanisms that mediate expression of phenotypes, or of ecological and evolutionary history, she integrates studies across biological levels. Specifically, her research seeks to understand (1) mechanisms that mediate physiological traits and trade-offs, (2) how physiological traits determine life histories and population dynamics, and (3) how environmental conditions affect physiological phenotypes. Much of Dr. Downs’ work asks questions in the area of ecological immunology.

Prior experience: assistant professor of vertebrate physiology at Hamilton College, postdoctoral positions at the University of Nevada and the Jacob Blaustein Institutes for Desert Research, Ben-Gurion University of the Negev, Israel.
Dr. Majumder received her Ph.D. in chemistry at Washington University and B.A. in chemistry with honors from Drury University.

Dr. Majumder’s research employs ‘omics-guided biochemistry to study the mechanisms and consequences of novel microbial metabolisms in environmental settings with three primary research themes: 1) environmentally-induced metabolic alterations (and their consequences), 2) gene and metabolite function in situ, and 3) environmental applications of novel microbial chemistries.

Prior to coming to ESF, Erica did postdoctoral appointments at The Scripps Research Institute and the University of Missouri.

Dr. Artyukhin received his doctorate in materials science and engineering from the University of California-Davis. His expertise is in natural products, metabolomics, sex-specific metabolism, mass spectrometry, NMR, and the use of C. elegans as a model system. Dr. Artyukhin uses untargeted high-resolution LC-MS and GC-MS analysis to find and characterize new small molecules in living systems. His goal is to elucidate their structures and figure out how they are made and what they do in the organism; i.e., their biosynthesis and functions. He is particularly interested in sex-specific molecules in worms, mice, humans and beetles.

Prior experience: research associate at Boyce Thompson Institute, and held appointments at Virginia Commonwealth University, University of Texas Southwestern Medical Center, Lawrence Livermore National Laboratory, UC-Davis, Institute of Industrial Microorganism Genetics and Selection in Russia and University of Goettingen in Germany.
JULIA I. BURTON, PH.D.
Assistant Professor, Sustainable Resources Management

Dr. Burton received her Ph.D. from the University of Wisconsin-Madison in forest ecology; M.S. forest biology, ecology, conservation and management, University of Minnesota; and B.S. in forest ecosystem management and restoration, minor in conservation biology from University of Wisconsin-Stevens Point.

Her research interests lie in understanding how effects of disturbance and silvicultural forest management vary over space and time with climate; linking species composition and structure to ecosystem functions and services with trait-based models; and determining whether, and how, forest ecosystem functions and services can be sustained over time in the face of changes in climate and disturbance regimes using silvicultural forest management.

Prior experience: research assistant professor, Department of Wildland Resources at Utah State University and various positions at Oregon State University, University of Wisconsin-Madison, University of Minnesota, and University of Wisconsin-Stevens Point.

JOSHUA A. DREW, PH.D.
Assistant Professor, Environmental and Forest Biology

Dr. Drew received his Ph.D. from Boston University Marine Program; M.S. from SUNY Albany and B.A. from Drew University. He is an aquatic conservation ecologist working at the intersection of human and natural systems, and draws from a variety of disciplines including community ecology, biogeography, political ecology and historical ecology.

Prior to ESF, Joshua was a research associate at the American Museum of Natural History and held other positions at Columbia University, East West University, and Field Museum in Chicago.
Dr. Kumar received his Ph.D. in biological and ecological engineering at Oregon State University; M.S. in agricultural engineering at the Indian Institute of Technology, Kharagpur, India; B.S. in agricultural engineering at Punjab Agricultural University, India.

Deepak’s research interests are in valorization of food waste, agro-food industrial processing waste and byproducts to high-value products; biochemical and thermochemical conversion of agricultural and forestry residues to fuel, chemicals and bioproducts; bioconversions of waste fines from the recycled linerboard mills into sugars and bioplastics; development of novel fermentation technologies; enzyme application and kinetics; modeling and multi-objective optimization of biological and chemical processes; and techno-economic analysis and life cycle assessment.

Prior experience: research assistant professor, University of Illinois at Urbana-Champaign where he also served as a postdoctoral research associate.

Karin began as Visiting Assistant Professor in environmental studies in 2017 after receiving a Ph.D. in science and technology studies from Rensselaer Polytechnic Institute. She is now Instructor in the Writing, Rhetoric and Communications Program and Environmental Studies, as well as Coordinator of ESF’s Writing Resource Center. Her teaching includes composition courses, as well as Sociology of Natural Resources and American Government.

Karin’s research is at the intersection of science, technology, and environmental studies, where she draws on her training in science and technology studies to create community-focused support for writing, research and peer-to-peer tutoring. With collaborators across ESF’s campuses, she has developed online tutoring, professional training for student tutors, and writing and research workshops. In this role, Karin looks forward to refining these programs to meet the needs of our diverse student community in collaboration with colleagues across campus.
MOHAMAD A. RAZKENARI, PH.D.
Assistant Professor, Sustainable Resources Management

Dr. Razkenari received his Ph.D. in construction management and M.S. in computer science from the University of Florida; M.S. in construction engineering and management, Sharif University of Technology; and B.S. in civil engineering from the Iran University of Science and Technology.

His research interests primarily focus on sustainability in the built environment and industrialized construction. Improving sustainability performance by implementing data-driven and computational methods. Identifying best strategies to promote design for manufacturing and assembly and to facilitate the implementation of industrialized offsite construction techniques.

Prior to his appointment at ESF, Mohamad served as research assistant at Powell Center for Construction and Environment in Gainesville, Florida and project engineer at Sharan Transportation Research Center, Tehran, Iran.

JEREMY E. THOMPSON, P.L.S.
Instructor, Sustainable Resources Management, Ranger School

Mr. Jeremy Thompson was hired this year as the lead instructor of the Land Surveying Technology Program at the Ranger School. Jeremy is a graduate of the Ranger School (1997), and has more than 20 years of land surveying experience. Most of his career has been spent with the company of Lafave, White and McGivern, in Theresa, New York. Jeremy received his New York state surveying license in 2007.

Mr. Thompson is actively engaged in the leadership of the New York State Association of Professional Land Surveyors (NYSAPLS), currently serving on its executive board. He has also held leadership positions in the Black River Valley Association of Professional Land Surveyors (president, vice-president and secretary), the National Association of Professional Surveyors, and other related organizations.

Jeremy teaches Introduction to Land Surveying; Computer Aided Drafting and Design I (CADD); Advanced Surveying Measurements and Computations; Survey Law; and CADD II.

Jeremy and his family have lived in southern St. Lawrence County for many years, and he is excited about his new teaching responsibilities.
ENDONG WANG, PH.D., PE, CPC, LEED AP BD+C, AIC, M.ASCE
Associate Professor, Sustainable Resources Management

Dr. Wang received his Ph.D. in construction engineering and M.S. in building construction from the University of Nebraska; an M.S. in management science and engineering from Southeast University and B.E. in structural engineering from Nanjing University of Science and Technology.

Endong’s research interests encompass life cycle performance of complex systems; advanced sustainability informatics; sustainable transportation development; big data-driven decision making and international construction management.

Prior to his appointment at ESF, Dr. Wang held the positions of assistant professor and program coordinator of Construction Management, University of Tennessee, Chattanooga; and postdoctoral research associate, Mechanical Engineering at the University of Wisconsin, Milwaukee.

YAQI YOU, PH.D.
Visiting Professor (2/3/2020); Assistant Professor, Environmental Resources Engineering (9/1/2020)

Dr. Yaqi You joined ESF in February as a Visiting Professor and her appointment as an Assistant Professor will start in September, 2020.

Yaqi received her Ph.D. and M.S. degrees in environmental engineering from Johns Hopkins University and B.S. in environmental science from the Nanjing University of Technology in China.

Her research targets interactions between microbiomes and emerging contaminants in both natural and engineered systems towards innovative solutions for resource recovery and reuse, ecosystem sustainability, and public health improvement.

Prior to ESF, she was a Visiting Assistant Professor at Idaho State University.
Faculty Workload

• Faculty have varying responsibilities for teaching, research, service, and administration
  • Common allocations for Professors are 40:50:10 or 50:40:10
  • Instructors are expected to teach 8 courses for 100:0:0
  • A 3-CH course is generally considered 12.5%

• For the most part, faculty teach 3-4 classes/year
  • Many also teach seminars, independent studies, and others

• Class sizes will vary depending on UG v. Grad, lower vs. upper division, etc.

• Likewise, credit hours vary from 1-6 for a course
  • Most courses are 3 CH

• At the Department level, a variety of factors influence credit hour production
## Credit Hour Production for 2018-19

<table>
<thead>
<tr>
<th>Dept.</th>
<th># Faculty</th>
<th>Faculty</th>
<th>Other</th>
<th>Staff</th>
<th>Visiting</th>
<th>Total</th>
<th>Faculty Average</th>
<th>Faculty Median</th>
<th># Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gen Ed</td>
<td>8</td>
<td>3,640</td>
<td>1,209</td>
<td>3</td>
<td>4,849</td>
<td>455.0</td>
<td>404</td>
<td>314</td>
<td>373</td>
</tr>
<tr>
<td>FNRM/SRM</td>
<td>20</td>
<td>8,187</td>
<td>208</td>
<td>3</td>
<td>10,941</td>
<td>409.4</td>
<td>314</td>
<td>373</td>
<td>803</td>
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<tr>
<td>EFB</td>
<td>30</td>
<td>11,964</td>
<td>284</td>
<td>1,520</td>
<td>19,284</td>
<td>398.8</td>
<td>310</td>
<td>803</td>
<td>102</td>
</tr>
<tr>
<td>CHEM</td>
<td>15</td>
<td>5,923</td>
<td>66</td>
<td>345</td>
<td>6,334</td>
<td>394.9</td>
<td>122</td>
<td>102</td>
<td></td>
</tr>
<tr>
<td>RST</td>
<td>6</td>
<td>2,042</td>
<td>212</td>
<td>2,254</td>
<td>340.3</td>
<td>345</td>
<td>55</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ERE</td>
<td>10</td>
<td>2,733</td>
<td>355</td>
<td>669</td>
<td>3,757</td>
<td>273.3</td>
<td>233</td>
<td>182</td>
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</tr>
<tr>
<td>PBE</td>
<td>12</td>
<td>2,331</td>
<td>548</td>
<td>2,879</td>
<td>194.3</td>
<td>155</td>
<td>132</td>
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<td></td>
</tr>
<tr>
<td>EST</td>
<td>14</td>
<td>2,644</td>
<td>17</td>
<td>180</td>
<td>5,559</td>
<td>188.9</td>
<td>174</td>
<td>168</td>
<td></td>
</tr>
<tr>
<td>LAS</td>
<td>9</td>
<td>1,683</td>
<td>10</td>
<td>1,229</td>
<td>2,922</td>
<td>187.0</td>
<td>188</td>
<td>114</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>124</td>
<td>41,147</td>
<td>585</td>
<td>2,058</td>
<td>14,989</td>
<td>58,779</td>
<td>331.8</td>
<td>249</td>
<td>1,929</td>
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<tr>
<td>Other</td>
<td>125</td>
<td>41,249</td>
<td>1,677</td>
<td>3,050</td>
<td>14,383</td>
<td>60,359</td>
<td></td>
<td></td>
<td>2,185</td>
</tr>
<tr>
<td>% of Total</td>
<td>68.3%</td>
<td>2.8%</td>
<td>5.1%</td>
<td>23.8%</td>
<td>100.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
## Funding for temporary services 2019-2020

<table>
<thead>
<tr>
<th>Department/Unit</th>
<th>Teaching</th>
<th>Non-teaching</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry</td>
<td>$28,500</td>
<td>$11,600</td>
<td>$40,100</td>
</tr>
<tr>
<td>EFB</td>
<td>$98,944</td>
<td>$83,212</td>
<td>$182,156</td>
</tr>
<tr>
<td>Env. Studies</td>
<td>$33,755</td>
<td>$12,000</td>
<td>$45,755</td>
</tr>
<tr>
<td>Env. Science</td>
<td>$25,382</td>
<td>$6,500</td>
<td>$31,882</td>
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<tr>
<td>ERE</td>
<td>$42,985</td>
<td>$17,625</td>
<td>$60,610</td>
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<tr>
<td>FNRM/SRM</td>
<td>$147,118</td>
<td>$22,399</td>
<td>$169,517</td>
</tr>
<tr>
<td>Ranger School</td>
<td>$7,854</td>
<td>$5,500</td>
<td>$13,354</td>
</tr>
<tr>
<td>LA</td>
<td>$122,769</td>
<td>$0</td>
<td>$122,769</td>
</tr>
<tr>
<td>PBE</td>
<td>$135,673</td>
<td>$31,500</td>
<td>$167,173</td>
</tr>
<tr>
<td>ES - Gen Ed.</td>
<td>$93,203</td>
<td>$11,000</td>
<td>$104,203</td>
</tr>
<tr>
<td>ES - WRCP</td>
<td>$280,231</td>
<td>$5,000</td>
<td>$285,231</td>
</tr>
<tr>
<td>Enrollment Mgt.</td>
<td>$0</td>
<td>$147,441</td>
<td>$147,441</td>
</tr>
<tr>
<td>Library</td>
<td>$37,497</td>
<td>$1,878</td>
<td>$39,375</td>
</tr>
<tr>
<td>OIGS</td>
<td>$6,000</td>
<td>$49,000</td>
<td>$55,000</td>
</tr>
<tr>
<td>Open Academy</td>
<td>$60,280</td>
<td>$10,000</td>
<td>$70,280</td>
</tr>
<tr>
<td>GLRC</td>
<td>$0</td>
<td>$28,247</td>
<td>$28,247</td>
</tr>
<tr>
<td>Student Affairs</td>
<td>$0</td>
<td>$2,400</td>
<td>$2,400</td>
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<tr>
<td>Totals</td>
<td>$1,120,191</td>
<td>$445,302</td>
<td>$1,565,493</td>
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</table>
Research Expenditure from 2015-2019

<table>
<thead>
<tr>
<th>DEPT</th>
<th>FY 2015</th>
<th>FY 2016</th>
<th>FY 2017</th>
<th>FY 2018</th>
<th>FY 2019</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>EFB (33 Faculty)</td>
<td>$4,975,096</td>
<td>$5,210,988</td>
<td>$5,291,242</td>
<td>$5,124,036</td>
<td>$5,851,405</td>
<td>$26,452,767</td>
</tr>
<tr>
<td>SRM (20 Faculty)</td>
<td>$2,794,830</td>
<td>$3,353,789</td>
<td>$3,581,203</td>
<td>$3,408,176</td>
<td>$3,240,450</td>
<td>$16,378,448</td>
</tr>
<tr>
<td>CHEM (15 Faculty)</td>
<td>$1,213,589</td>
<td>$991,747</td>
<td>$1,477,887</td>
<td>$1,269,037</td>
<td>$1,326,206</td>
<td>$6,278,467</td>
</tr>
<tr>
<td>ERE (9 Faculty)</td>
<td>$705,874</td>
<td>$943,561</td>
<td>$781,517</td>
<td>$441,566</td>
<td>$508,995</td>
<td>$3,381,513</td>
</tr>
<tr>
<td>PBE (12 Faculty)</td>
<td>$510,864</td>
<td>$394,732</td>
<td>$1,179,894</td>
<td>$264,699</td>
<td>$237,793</td>
<td>$2,587,982</td>
</tr>
<tr>
<td>EST (13 Faculty)</td>
<td>$467,474</td>
<td>$478,253</td>
<td>$221,102</td>
<td>$107,754</td>
<td>$257,781</td>
<td>$1,532,365</td>
</tr>
<tr>
<td>LAS (9 Faculty)</td>
<td>$283,335</td>
<td>$226,051</td>
<td>$216,783</td>
<td>$307,534</td>
<td>$208,676</td>
<td>$1,242,378</td>
</tr>
<tr>
<td>Total (111 Faculty)</td>
<td>$10,951,063</td>
<td>$11,599,121</td>
<td>$12,749,628</td>
<td>$10,922,803</td>
<td>$11,631,307</td>
<td>$57,853,921</td>
</tr>
<tr>
<td>Natural Heritage Program</td>
<td>$2,402,668</td>
<td>$2,341,867</td>
<td>$2,704,787</td>
<td>$2,679,947</td>
<td>$2,800,549</td>
<td>$12,929,817</td>
</tr>
<tr>
<td>Other Research Support</td>
<td>$2,193,112</td>
<td>$876,570</td>
<td>$802,887</td>
<td>$405,530</td>
<td>$376,866</td>
<td>$4,654,965</td>
</tr>
<tr>
<td>Other Administration</td>
<td>$496,766</td>
<td>$491,946</td>
<td>$362,886</td>
<td>$381,266</td>
<td>$752,477</td>
<td>$2,485,341</td>
</tr>
<tr>
<td>Total Other</td>
<td>$5,092,546</td>
<td>$3,710,382</td>
<td>$3,870,560</td>
<td>$3,466,743</td>
<td>$3,929,892</td>
<td>$20,070,123</td>
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<tr>
<td>TOTAL</td>
<td>$16,043,609</td>
<td>$15,309,504</td>
<td>$16,620,188</td>
<td>$14,389,545</td>
<td>$15,561,199</td>
<td>$77,924,044</td>
</tr>
</tbody>
</table>

74% of the expenditures were from departments, or $521K/faculty member ($104K/year)
### Individuals Producing >$60K/year by Department

<table>
<thead>
<tr>
<th>Department</th>
<th>More than $60,000/year</th>
<th>Admin/Retired</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>EFB</td>
<td>20</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>26,855,834</td>
<td>5,113,146</td>
<td>21,742,687</td>
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<tr>
<td>FNRM</td>
<td>9</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>14,729,633</td>
<td>6,961,462</td>
<td>7,768,171</td>
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<tr>
<td>CHEM</td>
<td>5</td>
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<td>4</td>
</tr>
<tr>
<td></td>
<td>5,699,790</td>
<td>1,063,100</td>
<td>4,636,690</td>
</tr>
<tr>
<td>ERE</td>
<td>6</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>3,445,382</td>
<td>406,843</td>
<td>3,038,539</td>
</tr>
<tr>
<td>PBE</td>
<td>4</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>2,089,408</td>
<td>857,564</td>
<td>1,231,844</td>
</tr>
<tr>
<td>EST</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>678,615</td>
<td></td>
<td>678,615</td>
</tr>
<tr>
<td>LA</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>460,402</td>
<td></td>
<td>460,402</td>
</tr>
<tr>
<td>Total</td>
<td>46</td>
<td>8</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>53,959,065</td>
<td>14,402,116</td>
<td>39,556,948</td>
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</table>
## Individuals Producing $>40K/year by Department

<table>
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<th>More than $40,000/year</th>
<th>Admin/Retired</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>EFB</td>
<td>24</td>
<td>27,867,903</td>
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</tr>
<tr>
<td>FNRM</td>
<td>13</td>
<td>15,711,219</td>
<td>2</td>
</tr>
<tr>
<td>CHEM</td>
<td>7</td>
<td>6,186,616</td>
<td>1</td>
</tr>
<tr>
<td>ERE</td>
<td>6</td>
<td>3,445,382</td>
<td>1</td>
</tr>
<tr>
<td>PBE</td>
<td>4</td>
<td>2,089,408</td>
<td>1</td>
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<tr>
<td>EST</td>
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<td>947,998</td>
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</tr>
<tr>
<td>LA</td>
<td>2</td>
<td>717,144</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>58</strong></td>
<td><strong>56,965,670</strong></td>
<td><strong>11</strong></td>
</tr>
</tbody>
</table>
Workload issues of teaching and research

- ESF maintains a high percentage of teaching (~70%) done by faculty
- Visiting faculty are used for a variety of reasons and make up about 24% of the total credit hours produced
  - We are spending about $1.1 million for visiting faculty this year
- Our research productivity has remained steady
- Our per capita research output is high, relative to the rest of SUNY...
  - but, is impacted heavily by our work with the state (DEC)
Closing thoughts

- We are encouraging department chairs to examine individual faculty work allocations to account for teaching and research productivity.
- We have been decreasing the amount of temporary service expenditures in recent years as we have hired 25, mostly replacement, tenure-track positions in the last 2 years.
- The new focus on graduate assistantships and their re-allocation has brought the workload issue into new focus in the College.
Middle States Self-study Process for Reaffirmation of Accreditation

SOPHIE GUBLO-JANTZEN
What is MSCHE Accreditation?

• The Middle States Commission on Higher Education is a voluntary, non-governmental, regional membership association currently serving higher education institutions in DE, DC, MD, NJ, NY, PA, PR, & VI, and other geographic areas in which the Commission conducts accrediting activities.
  • Principles: Quality Assurance, Regulatory Compliance, Continuous Improvement, Sustainable Business Model

• Institutional accountability, self-appraisal, improvement, and innovation through peer review and the rigorous application of standards within the context of institutional mission through a peer review model.
  • Process: 10-year Cycle, 5-year Mid-point Data Review, 2-year Self-Study Process
  • Deliverables: Self-Study Design, Evidence Inventory, Verification of Compliance, Self Study Report, Annual Institutional Update
First Deliverable – Self-study Design (SSD)

- Functions as a “proof of concept” for the final report
- VP Liaison uses it to help us proactively shape the report for success
- Identifies the active participants and their roles in evidence gathering and report writing
- Requires detailed Project Timeline and Communication Plan
- Final Self-study Report builds upon the accepted SSD document

Upcoming Highlights
2/18/2020: Self-study Design draft available to campus for comment
3/30/2020: Self-study Design submitted to VP Liaison
4/21/2020: VP Liaison visits ESF Campus
Summer 2020: Recommended revisions completed & SSD accepted
Questions?

Researchers with Chestnut saplings in greenhouse