



**Minutes of the Academic Affairs Committee  
of the Board of Trustees  
of the State University of New York  
June 16, 2014**

Pursuant to a notice of meeting duly given on June 3, 2014, the Academic Affairs Committee of the Board of Trustees of the State University of New York held a meeting on June 16, 2014 at 10:00 a.m. at the State University of New York at Buffalo, Buffalo, New York with video connections to SUNY Plaza, Albany, New York and the SUNY College of Optometry, New York, New York.

**Committee Members Present:**

- Trustee Ronald G. Ehrenberg, Chair
- Trustee Angelo M. Fatta
- Trustee Tina Good
- Trustee Peter Knuepfer
- Trustee Marshall A. Lichtman
- Trustee Eunice Lewin
- Trustee Lori Mould
- Trustee Carl Spielvogel
- Trustee Cary F. Staller

**Committee Members Not Present:**

- Trustee Socarides

**Other Trustees Present:**

- Chairman H. Carl McCall
- Trustee Eric Corngold
- Trustee Henrik Dullea

**Others Present:**

- Chancellor Nancy Zimpher
- Jack Quinn, President, Erie Community College (ECC)
- Satish Tripathi, President, University at Buffalo (UB)
- Elizabeth Bringsjord, Interim Provost and Vice Chancellor
- Johanna Duncan-Poitier, Senior Vice Chancellor for Community Colleges & Education Pipeline
- Bill Howard, Senior Vice Chancellor & General Counsel
- David Belsky, Director of Marketing
- Jeffrey Boyce, Director, Economic Dev., Research Foundation of SUNY
- Alexander Cartwright, Vice President for Research, UB
- Sandra Casey, Senior System Counsel
- Susan Doyle, Principal, Buffalo Middle Early College High School
- Silvana D'Ettorre, UB Student
- Kaitlin Gambrill, Assoc. Vice Chancellor
- Joseph Gardella, Professor, UB
- Angela Henry, ACT President
- Marsha Jackson, Assoc. VP of Student Affairs, ECC
- Jill Lansing, Director, Education Pipeline Strategies
- Lora Lefevbre, Associate Vice Chancellor
- Dan MacIsaac, Professor, Buffalo State College
- Deborah Moeckel, Assistant Provost
- Joel Pierre-Louis, Secretary of the University
- Joseph Storch, Office of General Counsel
- Charles Zukoski, Provost, UB

## ***Meeting Convened***

Trustee Ehrenberg convened the meeting at 10:05 a.m. and asked those in attendance to briefly introduce themselves. A quorum of Committee members was present.

## ***Approval of the Minutes***

- **Trustee Ehrenberg called for a motion to approve the minutes of the May 6, 2014 meeting.**

**The motion passed unanimously.**

## ***2013-14 Review; Planning for 2014-15***

As the June meeting marked the last of the academic year, Trustee Ehrenberg asked Interim Provost Bringsjord to provide a brief review of the Committee's work in 2013-14 and to set the stage for planning next year's agenda.

Interim Provost Bringsjord utilized a PowerPoint presentation (copy on file in the Office of the Secretary) to guide her report. Highlights from her remarks are captured below.

Dr. Bringsjord said that Committee recommendations from last summer drove the past year's agenda, including: requests for data-driven reports that included appropriate context; written materials sent in advance; shorter meeting presentations to allow for discussion; campus-specific data; reports on work of the education pipeline; and updates on diversity initiatives.

She said that the primary way in which staff addressed Trustees' priorities was via regular data briefs: Graduation Rates (retention, strategic enrollment management), Sept. 2012; STEM Programs & Enrollments, Nov. 2012; Graduate Education, Jan. 2013; Remediation & College Readiness, March 2013; Educational Opportunity Programs, May 2013; and AAS/ AOS Degrees (Report), May 2013. Dr. Bringsjord said that this format allowed staff to provide more detail, to elaborate on context, to share campus specific performance, and, at each meeting, to tackle a new priority topic. Each brief included a summary of key take-a-ways and defined next steps.

Dr. Bringsjord said that the Committee also heard regular updates on the academic components of key strategic planning initiatives. For example, she noted that the Committee received updates on Start-Up NY and spent a good deal of time discussing Open SUNY and addressing related policy issues.

Dr. Bringsjord reviewed the standing responsibilities of the Committee that were accomplished this year as well: approving master plan amendments and degree authorizations; honorary degrees; distinguished faculty appointments; discussing key procedural changes; policy creation; and affirming and implementing policies approved in 2012-13. Dr. Bringsjord highlighted the impact of Trustees' policies, from driving data transparency and better reporting to new data-driven efforts such as early diagnostic assessments for New York high school students and SUNY support for the fourth year of math in high school. She described Chancellor Zimpher's interest in creating a sixth Network of Excellence focused on the science of teaching and learning.

Dr. Bringsjord also noted the particularly strong progress made on the implementation of the Trustees' policy on seamless transfer. She said that System and faculty worked together to solve a significant obstacle to implementation: the need to greatly expand faculty review of the transfer paths that support seamless transfer in the major. The Transfer Path Faculty Review was conducted online via the SUNY Learning Commons and has now concluded. She thanked Trustee Knuepfer and Trustee Good and immediate past Student Trustee Tremayne Price for their leadership. She then highlighted a particularly strong example of faculty collaboration in the area of engineering. She explained that initially, SUNY's engineering transfer path listed six recommended courses: intro to engineering, analytical Physics I and II with lab, and calculus I, II, and II. She said

that this was a good start, but did not take into consideration the many distinct types of engineering programs offered across SUNY. She said that University at Buffalo's John Van Benschoten (Professor and SEAS Associate Dean for Undergraduate Education) and Dutchess Community College's Mark Courtney (President, Two Year Engineering Science Association of NYS, Associate Professor and Department Head, Engineering, Architecture, and Computer Technologies) were the moderators for the online review of the engineering transfer path. Together they engaged 51 faculty from 37 campuses to map out nine tracks to the engineering transfer path for: aerospace engineering, biomedical engineering, chemical engineering, civil engineering, computer engineering, electrical engineering, environmental engineering, industrial engineering and mechanical engineering.

Dr. Bringsjord called this a true example of the power of SUNY, of the power of faculty collaborating with one another for the benefit of students—all in response to a Trustee policy.

Shifting to planning for next year, Dr. Bringsjord said that Trustee Ehrenberg will reach out to the Committee to request their ideas for priority agenda items for next year.

She provided some initial information to consider: Did the Committee want to continue using Data Briefs to guide discussion and if so, she asked if there were suggestions for improving their effectiveness. She also asked if there was interest in reports on work of the broader Provost's Office including the Rockefeller Institute of Government and SUNY Press.

Dr. Bringsjord also reviewed possible agenda items that had been suggested during the year: financial aid/default rate in the context of student success; a review of faculty scholarship; women in STEM – building the pipeline; applied learning, including research, internships, and service learning; internationalization, including strategic partnerships and study abroad.

Trustee Fatta thanked Interim Provost Bringsjord for her report. He said reviewing the year's work as a whole was very helpful in thinking about plans for next year.

Trustee Staller said that he enjoyed reading the Data Briefs and found them helpful. He said that he and Trustee Lewin had taken a tour of UB's Center for Computational Research and the Center for Bioinformatics and Life Sciences. One of the observations made was that we are now generating so much data that we need to be strategic in figuring out what to do with it. In that vein, with regard to the Data Briefs, he suggested additional analysis and subsequent planning.

### ***Student Safety and Reporting***

Interim Provost Bringsjord referred Committee Members to the narrative in the Meeting Overview document about the significant work underway across SUNY to ensure student safety via compliance with The Clery Act and Title IX regulations.

The Clery Act is a reporting statute which requires universities to provide the Federal Department of Education with statistics about the numbers of specific crimes that occur on campus. The Act also requires universities to distribute an annual report (Annual Security Report) that, in addition to statistics, contains safety policies and procedures. Title IX is made up of "action" requirements that seek to prevent and address inequities on the basis of gender. SUNY complies with both the Clery Act and Title IX by reporting crimes of sexual violence occurring in relevant geographic locations, and by taking action to prevent and address sexual harassment and violence occurring anywhere.

She explained that Mr. Howard and Mr. Storch provided a related update at the recent meeting of campus presidents that she thought was important for the SUNY Trustees to hear as they consider an additional resolution related to student safety.

Mr. Howard introduced the report, noting SUNY's active participation in the national dialogue on this topic over the past several years—from responding to a 2011 letter from the U.S. Department of Education, to advising on the development of regulations related to the 2013 reauthorization of

Violence Against Women Act, and participation in the 2014 White House Task Force to Protect Students from Sexual Assault (on which Mr. Howard represented SUNY). He acknowledged the University at Buffalo's strong commitment to training and programs related to student safety which he was able to highlight in Washington.

Mr. Storch explained that System Administration is proactive and supports campus efforts to ensure safety through work led by the General Counsel's office in cooperation with the Provost's Office (Office of University Life), and the Office of University Police. He explained that the 2013 reauthorization of the Violence Against Women Act included new provisions, often referred to as the Campus Save Act. He said that the process of developing regulations that would guide implementation of these new provisions was lengthy but was pleased to report that SUNY staff played in role in their development. While the final regulations have not yet been issued, because all parties agreed to the draft in principle, SUNY has already begun a training process with a number of sessions scheduled. Mr. Storch also reported that the recommendations of the White House Task Force proved to be very informative and added clarity in a number of key areas where there had been long outstanding questions.

In introducing the resolution before the Committee, Mr. Howard explained that an analysis of nationwide best practices for the protection of minors on campuses was undertaken in the summer of 2012 by the Office of General Counsel and the related report resulted in the Board of Trustees' adoption of a new policy entitled "Mandatory Reporting and Prevention of Child Sexual Abuse" at its December 2012 meeting.

He said that the Child Protection Policy now before the SUNY Trustees augments that reporting policy to address best practices in protecting the safety and well-being of children who participate in University-related programs and activities, whether on or off campus. He said this adds more heft to the existing policy with a particular focus on university licenses to outside groups who use campus space.

Trustee Knuepfer said he thought the policy was important and very strong. He questioned whether the costs of liability insurance would be reasonable for campuses. Mr. Howard said that this was something that was taken into consideration and that the expectation is that campuses running large programs will find the cost specific sexual assault and molestation insurance manageable.

Trustee Lewin asked what kind of follow-up takes place to ensure that this policy is being followed. Mr. Howard said that there is a general expectation that Trustee policy is followed and they do not normally follow-up. However, he said in this case, his staff could certainly do that.

Trustee Fatta referred to a related discussion in the summer of 2012 about eye-witnesses to sexual assault and the challenge of getting those individuals to come forward. He asked if progress had been made on that front. Mr. Howard said that the policy does require reporting. He said that if it was determined that an employee had failed to report that disciplinary policies could be applicable.

Trustee Spielvogel said it would be informative to have the University Policy Commissioner give the Trustees an overview of how SUNY is doing.

Trustee Dullea asked for a friendly amendment requiring community colleges to report back by June 30, 2015 with a copy of the comparable policies that they have adopted.

Trustee Staller said that he was pleased to see that 'child' was defined in the resolution as being under age 17. He asked Mr. Howard to check to confirm that the 2012 resolution had the same definition. He then asked if there was a mandatory online tutorial for incoming freshman about these issues and if not, whether one could be considered.

Mr. Storch said that the initial introduction of this information does vary by campus, with some campuses offering safety awareness in online orientations. He said the more common method at SUNY's four-year campuses is to have live training during in-person orientation that is followed by in-residence hall programming. He pointed out that the White House Task Force report reiterated that there really is not one way to inform students that works better than others, the idea is to send students information multiple ways, multiple times. He noted too that often programs are aimed at not becoming a victim, far fewer programs are aimed at not becoming an aggressor. SUNY plans to encourage more of the latter. He also said that his office has been doing a lot of research on bystander theory and will be promulgating best practices on how to empower bystanders to safely take action.

Trustee Good referred back to the friendly amendment proposed by Trustee Dullea which would add a reporting requirement for community colleges. She said that while she agrees in principle she would be concerned by lack of consultation. She said there is an upcoming meeting of community college presidents where the issue could be discussed and then it could be brought back to the community college committee in September.

Trustee Dullea said he thought a reporting request scheduled for one year from now implies that community colleges have flexibility to determine what works best for their campuses and there is not anything that requires debate. In fact, he said he feels the resolution could be even stronger relative community colleges given the importance of this topic. He continues to support his recommendation for an amendment.

Trustee Ehrenberg said he would first call for a vote on the proposed amendment, then on the resolution.

- **Trustee Ehrenberg called for a motion to modify the draft resolution to include a requirement for community colleges to report back by June 2015 the measures and policies they have put in place to be responsive to the SUNY Trustees resolution.**

**A motion was made and second received. The motion passed unanimously.**

- **Trustee Ehrenberg then called for a motion to pass the Child Protection Policy resolution as modified on the floor.**

**A motion was made and second received. The motion passed unanimously.**

### **University at Buffalo Reports**

Trustee Ehrenberg expressed his thanks to the University at Buffalo (SUNY Buffalo) leadership team for joining the meeting. Dr. Bringsjord welcomed President Satish Tripathi, Provost Charles Zukoski, and student Silvana D'Ettorre. She said that President Tripathi would provide a big picture overview of the campus while Provost Zukoski would provide details on SUNY Buffalo's academic priorities. She then welcomed student Silvana D'Ettorre, noting that she would share her insights on the student experience.

President Tripathi used a PowerPoint presentation to guide his report (copy on file in the Office of the Secretary). Highlights from his remarks are captured below.

SUNY Buffalo was founded in 1846 as a local medical school and grew into a compressive research university and part of SUNY in 1962. The campus became a member of the prestigious Association of American Universities (AAU) in 1989 along with SUNY's Stony Brook University. SUNY Buffalo serves 28,000 students from all 50 states and 120 nations, is one of the largest employers in Western New York with 6,600 full time employees (not including hospital employees), and last year had \$388 million in annual research expenditures and \$1.2 billion in annual revenues. SUNY Buffalo has 236,000 alumni in 130 countries. And after a period of decline the endowment has returned to \$600 million, the same level of six years ago.

SUNY Buffalo's strategic plan, UB 2020, has allowed the campus to strategically extend its impact for the benefit of faculty, students, the city of Buffalo and the state. Key achievements include \$50 million to co-lead the state's genomic medicine effort; a national recognized Center for the Prevention of Bullying; an NIH funded Women's Health Institute currently conducting one of the largest clinical trials in the country; and a \$25 million NSF grant to transform structural biology. The latter was an incredibly competitive process and SUNY Buffalo was one of three to receive the funding, along with Harvard and MIT. SUNY Buffalo is the center of life-saving research to solve world problems such as earthquakes and tsunamis. SUNY Buffalo is also home to nationally prominent faculty in the arts and humanities, bringing world class arts to Buffalo communities.

President Tripathi said that critical to the UB2020 plan is connecting the curriculum to the research enterprise. This includes programs to support improvement in retention and graduation rates and increased international experiences. He noted that nationally, on average, 2% of students have international experiences while at SUNY Buffalo, 13% of students study abroad. SUNY Buffalo also has a rich international enrollment.

Importantly, President Tripathi said the campus is evaluative and reflective of the impact of its many initiatives. He said there are multiple signs that things are moving in the right direction. SUNY Buffalo students are earning national awards. He said for the first time in 20 years a student has earned a Marshall Award, students are earning NSF fellowships, Fulbright Scholarships and are sought after in the workplace. He also noted improvements in graduation and retention rates. UB's four year graduation increased from 34% in 2004 to 52% in 2013 (national average for research universities is 39%) and in that same time period, the six year graduation rate has increased from 60% to 72%. First year retention increased from 84% to 88% in that same period.

President Tripathi said that he is very proud of what SUNY Buffalo has achieved but that great universities do not stand still. He asked Dr. Zukoski to share with the Committee SUNY Buffalo's plans for moving forward.

Dr. Zukoski used a PowerPoint presentation to guide his report (copy on file in the Office of the Secretary). Highlights from his remarks are captured below.

Dr. Zukoski began with an overview of SUNY Buffalo's talented faculty which includes 58 Distinguished Professors, members of the Academies of Science, and nationally and internationally recognized thought leaders in their fields. He said that in the last year alone, SUNY Buffalo faculty secured 500 new research grants totaling \$150 million, published 90 books and 1,800 journal articles.

Dr. Zukoski said faculty are committed to solving global problems through an interdisciplinary approach to research, education and engagement. Faculty prepared over 100 concept papers in an attempt to identify new global challenge areas to emphasize. That initial list has been narrowed to 13 areas, including disaster preparedness, emerging health, innovation, economic prosperity and justice. He said a competitive process is now underway to determine the final areas of focus.

In 2012, the campus launched the Finish in Four program which adds seats to high demand courses and provides advanced advising and curricular support so that participating undergraduate students are guaranteed to complete their program in four years. While the first cohort is only in its second year, the campus has already seen higher first-year retention among participating students.

Dr. Zukoski described two additional initiatives launched by the faculty to support completion and success at the undergraduate level. The first is a universal general education program that builds on year-to-year knowledge attainment and is still compliant with the SUNY Trustees transfer requirement. The second is moving closer to requiring that all SUNY Buffalo students have both an applied learning experience and an international experience.

He highlighted SUNY Buffalo's undergraduate Academies, living and learning communities that bring together students and faculty with common interests. Existing Communities include sustainability, civic engagement, and entrepreneurship. SUNY Buffalo also has more than 300 student clubs and organizations designed to increase collaboration and interaction with faculty.

Student Silvana D'Ettorre spoke passionately about many opportunities that SUNY Buffalo has given to her. She is a junior in the interdisciplinary health and human services department and will also be pursuing a business minor. She is a member of the sustainability undergraduate Academy, was chosen by President Obama to introduce him when he came to SUNY Buffalo, and was chosen by her peers as Academy student of the year. She said that she is a Buffalo native and knew from a young age that she wanted to attend SUNY Buffalo. She said the undergraduate Academy welcomed her with open arms and has provided mentoring, academic support, networking opportunities and a chance to really get to know her professors, something that is uncommon at other large research universities. She said that SUNY Buffalo has inspired her and supported her in her goals to become a student leader and mentor. She said she knows that SUNY Buffalo will continue to give to her and she will continue to give back, leaving her own legacy.

Trustee Ehrenberg thanked President Tripathi, Provost Zukoski and Ms. D'Ettorre for their wonderful presentations. He commended SUNY Buffalo for its commitment to undergraduate students and community engagement.

Trustee Knuepfer thanked President Tripathi for the tour he gave several Trustees the evening before. He asked what percent of students participate in the undergraduate Academies. President Tripathi said the Academies are open to all students and approximately 20-25% participate.

Trustee Good asked how transfer students do at SUNY Buffalo. Provost Zukoski said that SUNY Buffalo takes in approximately 1,700 transfer students each year and that on average they do very well. The campus has multiple programs to ensure that students are on track academically and can acclimate to a large research university setting. He said that getting used to the campus environment can be challenging as a transfer student and that the campus is committed to making the process as smooth as possible. President Tripathi noted that transfer students graduate at the same rate as native students.

Trustee Lewin asked President Tripathi to discuss the financial challenges he faces on a day-to-day basis. He thanked her for the question and said that every campus has financial challenges, that it is a reality. He said having a careful roadmap through UB2020 helps them to be strategic in their expenditures. He said one of the biggest challenges is the lack of state funding for negotiated salary increases. Another looming challenge is trying to restore aging facilities so that the campus can provide the state-of-art spaces to support students and faculty. He did say that they try not to focus on the challenges but rather to stay positive and keep moving forward.

Trustee Staller said he found the campus really impressive and that his key take-a-way is that SUNY Buffalo is focused on excellence, with a strategic direction and very thoughtful leadership. He asked what the SUNY Trustees can do to help SUNY Buffalo. President Tripathi expressed his thanks for all that the SUNY Trustees already do. He said the one thing that comes to mind is to remember the distinct missions of the campus.

Trustee Ehrenberg asked President Tripathi to introduce the next group of presenters who will discuss a SUNY Buffalo and Buffalo State partnership.

President Tripathi explained that a coalition of partners in Western New York State received a five-year, \$9.8 million grant from the National Science Foundation (NSF) to expand the Interdisciplinary Science and Engineering Partnership (ISEP). University at Buffalo Professor Joseph Gardella, Jr. is the Director of the project, Buffalo State Professor Dan MacIsaac is the co-Project Director and Dr. Karen King is the project coordinator. President Tripathi noted that all were in attendance and that he would turn to Dr. Gardella to lead.

After showing a brief video, Dr. Gardella explained that ISEP began as a pilot project supported by funds from the John R. Oishei Foundation. He said that today, with the significant investment from NSF, funds from the New York State Education Department and some corporate sponsorship, there are now resources totaling more than \$10 million in support of this successful program that strives to transform how science is taught in the Buffalo Public Schools.

The focus of the ISEP is the critical middle school experiences of students in science and engineering, as they transition to high school. The project uses an innovative approach to teacher professional development among high-needs urban schools (including “feeder” middle schools and their corresponding high schools). This is accomplished through courses and interdisciplinary research experience, development of science and technology classroom materials aligned with state science learning standards, and inquiry-based curricula. Sample research topics include nanotechnology, molecular biology, pharmacokinetics, and response to natural and manmade emergencies— to name just a few.

The ISEP also combines novel mentoring approaches and expanded Professional Learning Communities (PLCs) to build leadership and resources for improving science education. The PLCs cultivate mentoring relationships involving middle and high school teachers and students, UB and Buffalo State College science/engineering/technology faculty, education faculty, undergraduate students and graduate students, volunteer professionals and parents.

Dr. MacIsaac spoke briefly about the excitement of the participating teachers and their genuine engagement in the professional development they receive through the program; he mentioned a physics workshop he runs in the summer. He said that through the program, has made great strides in generating interest in science on the part of students, who are able to see science come to life in front of them through hands-on experiences. He thanked Trustee Lewin for organizing Science Week and noted that ISEP was a sponsor and was actively involved.

Dr. Ehrenberg thanked the presenters and asked Ms. Duncan-Poitier to begin her report.

### **Education Pipeline Report**

Ms. Duncan-Poitier introduced the next presentation focused on Early College High Schools. She referred the Committee to a report included in their meeting materials, prepared by the Regent Research Fund, on the Smart Scholars Early College High School Program. She said the report provides not only a good overview of how the schools were started and how they are supported— there are 240 schools nationwide, 23 in New York State—it also provides an analysis of student performance. Specifically, the report details the program evaluation conducted by the National Center for Restructuring Education, Schools and Teaching (NCREST) at Columbia University.

Ms. Duncan-Poitier explained that we have evidence that the program is working. New York’s 23 schools serve 6,000 students. She explained that 11 of the schools have a STEM focus and that the student population across the schools is diverse. The program is experiencing a 90% graduation rate overall. Notably, 87% of African American students and 93% of Hispanic students graduated from high school last year. In total, 90% of graduates are going onto college. She said the report will be discussed in detail at the September meeting of the SUNY Trustees’ Community College Committee, with a particular focus on scaling up the program.

Ms. Duncan-Poitier said the focus of today’s discussion is the Buffalo Middle Early College High School at Erie Community College. Erie Community College President Jack Quinn thanked the Trustee’s for the opportunity to discuss what has been a very important partnership. He praised both Marsha Jackson, Erie Associate Vice President of Student Affairs and Susan Doyle, Principal of the Buffalo Middle Early College High School, for their dedication to the school. In the interest of time, he said he would move right to Ms. Jackson’s presentation.



Ms. Jackson explained that the school is a choice school, with over 900 applicants for 90 seats. Admitted students generally have an average GPA between 65 and 83, must participate in an interview process, and must have a letter of recommendation from their elementary school guidance counselor indicating that they have the ability to succeed in school. In sum, she said the school serves the traditionally underserved and gives them the tools and supports they need to succeed in high school and college. Ms. Jackson noted that the school model is based on a program begun by LaGuardia Community College. She said the academic program is designed to ensure retention via individual student case management, an early warning system where teachers immediately report any issues of concern, counseling services and tutoring. She explained that a Shadow Day is a central part of the program where students shadow various professionals in the community to get a first-hand view of what various careers entail.

Ms. Doyle said that 40% of high school graduation class of 2012 attained their associate degree in five years. The school boasts a 94% attendance rate and a 92% completion rate. She noted too that the success of the students is having a positive impact on their families as well, with a number of them decided to take college courses as well. Ms. Doyle then introduced four students and asked them to make brief remarks.

The Committee heard from a recent graduate who completed his associate degree while in high school and is now in his first year at Brockport. He said that the school was small so everyone knew each other well and that the teacher there really helped him overcome some rough times, not by yelling at him, but by encouraging him to get back on track. He said that he made the Dean's List during his first semester at Brockport.

Another recent graduate said that the key to the success of the school is the support provided by the staff and faculty. She said in some ways it feels like they treat you like they would their own children. She said even now that she has graduated she still receives text messages asking how she is, how her grades are, telling her to come and talk. She said she is so grateful for the school.

A current senior spoke who said she is 18 and going on her second year of college and it on track to getting her Ph.D. at age 24. She said this gives her terrific bragging rights whenever she meets someone new and they ask her what grade she is in. She said that her experience with Shadow Day really confirmed for her that she wanted to pursue criminal justice.

Another student began his remarks by stating that he grew up in Buffalo's housing projects where he said you can have dreams but never believed they could come true. He said this school gave him hope. As the school got smaller it was harder for him to get away with things. And when he did do something wrong, he got support. He said the school creates a safe, comfortable environment. He said that because of this school he has moved from a young man on track to become a terrible statistic, living and dying on the streets, to a young man about to finish his degree. He said that he received a 90 on his firefighter's exam and was about to start the physical portion of the test.

The students received a rousing round of applause. Trustee Ehrenberg thanked them for sharing their stories.

### ***Adjournment***

- **Trustee Ehrenberg called for a motion to adjourn. A motion was made and second received. The motion passed unanimously.**

**The meeting adjourned at 12:30 p.m.**