



**•COLLEGE SENATE MEETING•**

**Official Minutes**

***April 10, 2015***

**CALL TO ORDER:** *Senator Carson* called the meeting to order at 3:02 p.m.

**ADOPTION OF THE AGENDA:** *Senator Carson* presented the agenda, and asked for a motion to approve the agenda. *Senator Lysiak* moved and *Senator CC* seconded. The Senate agenda was approved.

**ADOPTION OF THE MINUTES:** *Senator Carson* asked for a motion to approve the minutes of March 13<sup>th</sup> 2015. It was moved and seconded. The minutes of March 13, 2015 were approved.

**Year of the Innovator-Interim Dean Rita Zientek School of the Professions**

Dr. Zientek presented *Steven Cornelio. Steven*, hailing from New York City. He is a graduating senior, majoring in broadcast journalism, with a minor in public relations. On March 30, Steven presented at the TEDxYouth@Buffalo Conference “Innovation Next.”

*Steven* was selected after a competitive audition process, in which speakers provided a two-minute video outlining their **idea worth sharing**. Steven’s **idea worth sharing** is titled “The Game of Life: Finding Your Next Step,” and involved innovation and validation, and how to self- motivate. I was so impressed by Steven’s innovative approach to motivation, and hope you will be as well. Steven’s next step is to land a media marketing position, possibly in Atlanta GA.

*Steven* presented a brief graphic PowerPoint on his “Game of Life: Finding Your Next Step” motivational.

*Dr. Zientek* then presented an update on MOOC’s

**Creativity MOOC’s Update**

**Total Enrollment 43,599:**

- North America - 34%
- Europe - 29%
- Asia - 26%
- South America - 6%
- Africa - 4%
- Oceania - 2%
  
- **11,475 users had not heard of Buffalo State prior to the MOOC.** Demonstrates reach of a MOOC worldwide!

**Content wise:**

- Total number of times lectures were streamed or downloaded – 420,990
- Total number of times an assignment or peer assessment was submitted – 2,085
- Total number of posts and comments in the discussion forums – 8,037

**Quotes from participants:**

- “As a student of this MOOC, I can attest to the brilliance of the program.”

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- “I am so happy that I am taking this class because now I am slowly recognizing my hidden talents.”
- “Let me add my voice to the chorus of thanks for this thought-provoking, inspiring class. It has changed the way I think about creativity, and may even change my life. You’re doing wonderful work!”

### Remarks of the President

**President Conway-Turner:** First, I wanted to thank everyone for the hard work you have all been doing, in particular I would like to thank **Dr. Carson** and **Vice President Payne** who are leading the Provost Search committee and we are getting very close to the end. I have been receiving really good feedback from all of our candidates. Something that they all said was what a warm and welcoming community this is. So you all showcased us very well and I thank you for that because, just as we are looking at them, they are looking at us.

This week we also started to interview our CIO candidates, we have had 2 on campus so far. We also have one other significant leadership role—the Dean of Professional Studies will be coming through. So I thank you for keeping up the good energy.

The last month has been a really busy time for the SUNY family, lobbying for resources. We actually have a press conference here on campus. The budget came through for next year, and there is some good news and some not so good news. **Vice President LeVine** will review the state budget in a moment. I just wanted to remind you it’s been a tremendous effort from everyone. I think we got our voice out there in as many ways as we could; in most cases a unified voice.

Next week, I will be going with the SUNY families to D.C. and we will be talking to legislators about the good things SUNY does. I will be focusing my comments on our campus and all of the wonderful things we do in terms of research and community service. I’m looking forward to continuing to get the voice of Buffalo State out there. I’m going to ask **Vice President LeVine** to do an overview and respond to questions.

- **Budget Update-Vice President LeVine-Finance and Management**

#### 2015/16 Approved Budget Summary

##### Operating Budget

- Rational Tuition approved - last of the five year program (\$2.4m)
- No funding for negotiated salary increases (\$2.2m)
- SUNY-wide \$7.6m of salary support in last year’s budget was removed in the Executive budget, and \$4.7m was restored in the final budget (\$2.9m reduction).
  - Our share of this is a \$121k reduction (\$316k this year to \$195k next year).
  - \$121k = 8.8% of our need, told to treat this as one-time
- \$18m of new funds to SUNY for Investment and Performance Fund. No word yet on how this will be allocated to campuses, but budget language talks about each campus completing a performance improvement plan that addresses things like improved access, completion, academic and post-graduation success, and community engagement. We have been advised to treat this as one-time.
- U-Wide budget – EOP cut by governor by \$1.3m, which was restored in the final budget and \$4.4m was added. We are in the process of making our case for our share of that new funding.
  - Addition of \$1.5m for Small Business Development Centers
  - Addition of \$600k for Graduate Diversity Fellowships
- Language in the budget:
  - “Get on your Feet Loan Forgiveness Program – NYS pays the first two years of student loans for students that meet certain criteria
  - Experiential Learning Requirement – Boards of SUNY and CUNY required to develop plans to offer experiential and applied learning activities to students.

## **Final draft of 4.10.15 Senate Minutes for ESP and Senate approval on May 8<sup>th</sup> 2015.**

- Amendment to TAP's satisfactory progress toward completion requirements for disabled students.
- Masters-in-Education Teacher Incentive Program – provides two years of SUNY tuition for students that meet certain criteria.

### Capital Budget

- \$200m in critical maintenance funding. SUNY requested three times that.
- We have been told to expect that level of funding for the next five year period.
- Provides \$7.3 m to our campus – which will have a significant impact on our ability to plan for and complete any large scale projects.

### **StartUP NY Status for Buffalo State**

**April 10, 2015**

Last update to the Senate was September.

We were the first campus to submit a plan 11/22/13, ESD approval in April 2014 (5 months).

Original Plan included B Wing of Buckham Hall, vacant but required lots of rehab and at significant cost (>\$6m).

Informed by State that we can't do the basic renovations required using State funds, so we started looking at alternative space off campus. Started an amended plan that focused on vacant space near the campus where we already have one of our units in leased space. The owner of that space wasn't able to meet the documentation requirements for the program and was not real accommodating with potential businesses or with us, so we made a decision not to pursue StartUP NY in this space.

Meetings with local and statewide Empire State Development Corporation, Buffalo Urban Development Corporation, Buffalo Niagara Enterprise, and with UB.

For the past several months we have been looking at space in the city that is close to the campus and has lease rates that are low enough that small start-up companies can afford it. Narrowed our search to two, possibly three potential locations, and are working on gathering the required documentation so that we can do another amendment to our campus plan.

The amended plan will also remove all on-campus campus space. This year's Student Housing issues have forced us to put a priority on addressing needs in that area, and resulted in a decision that we would not be putting any StartUP NY businesses on campus. Try to get an amended plan done by the end of this month. Once we amend the plan it takes about 120 days to get all the required approvals (August).

We still consider StartUP NY to be a very important initiative for the campus and we are doing what we can to make it work. We continue to have businesses contact us to participate in our program, so once we have the space and an approved plan, we will turn our SBDC staff loose again to match companies with the available space.

**Senator McMillan:** Have other schools been having similar issues with Start-up NY?

**Vice President LeVine:** If you look at who is participating, it's mainly the larger campuses, the smaller SUNY comprehensives don't have the space on campus so they are looking to lease as we are. The program is still

**Final draft of 4.10.15 Senate Minutes for ESP and Senate approval on May 8<sup>th</sup> 2015.**

in its infancy, we want to make it work but under the right circumstances.

**Senator McMillan:** To follow up on that we really haven't lost anything it's just taking time?

**Vice President LeVine:** We made a strategic error in pursuing companies without having the space to put them in. Even if we got our plan approved to renovate a space in Buckham, it would still take 2 years to renovate. So we needed to create the space first, which was a tactical error on our part.

**Senator Lysiak:** I just had a question on the potential locations that were mentioned, are there any others being considered?

**Vice President LeVine:** I don't want to say, we're not even at the point of negotiating, but there is space very close to the campus, we expect that the city will be interested in letting us identify that space so we can move forward.

**Senator Stewart:** In terms of the budget, is there any belt tightening to be expected for the upcoming year?

**Vice President LeVine:** It depends on enrollment. If we hit our target, we will have a positive revenue over expenses. If we are down significantly in enrollment then we are going to have a budget deficit that will need to be addressed. Our plan is not to make any further cuts to the budget.

**Senator Stewart:** Let us assume enrollment is not there and the budget become problematic, does administration consider making cuts in administrative staff? For example, the CIO position is a position which was recently created. Faculty always seems to get the short end of the stick, with many departments having more part time employees than full time.

**Vice President LeVine:** Certainly the position you mentioned (CIO), we would not consider cutting. When you consider the technology on this campus is critical. A CIO is in place at virtually every college and university. To answer the question, are we thinking about what to do in order to address a potential budget deficit, yes we are every day. We do not want to make across the board cuts which affect everybody.

**President Conway-Turner:** The CIO position is not a position the institution can go without in today's environment. The infrastructure that's needed on campus is so dependent on technology, it is an essential position.

**Senator Sherman:** Given that, where are we on the administrative and academic array programs?

**President Conway-Turner:** The College Senate has a committee reviewing that. The focus for me is to get my team together and recruit an effective and outstanding provost. So that is not an administrative initiative.

**Vice President LeVine:** I just wanted to address a constituent question that came up in February by **Senator Sherman** regarding the walkways between Burchfield and Rockwell and a potential safety hazard. We will be putting up a sign instructing drivers to yield to pedestrians. Thank you **Senator Sherman**.

## Final draft of 4.10.15 Senate Minutes for ESP and Senate approval on May 8<sup>th</sup> 2015.

**Senator White:** I was wondering how the budget will impact the buildings that are being converted into dorms.

**President Conway-Turner:** We will discuss that next meeting.

### CHAIRS REMARKS

**Senator Carson:** On Monday of this week **Senator Scott Goodman** and I had a meeting at UB with **Pete Knuepfer, the President of the University Faculty Senate**, and a number of Senate leaders from campuses in Western and Central New York, and I wanted to share with you some of substance of the discussion that we had.

First, was the budget, and here I am going to ask **Senator Goodman** and **Vice President LeVine** to fact check me because I don't want to give incorrect or misleading information.

The news on the budget wasn't as bad as feared:

- There is a \$15 million dollar increase for SUNY that will be shared across the system,
- And there are \$18 million dollars that was put into performance funding. SUNY Excels will determine where this money will go, based on 17 performance metrics. The Board of Trustees will tell campuses this summer what it wants in order for each campus to get some of that money. Distribution may be tied to things such as *Plans will include, but are not limited to, improving access, completion, academic and post-graduation success, research, and community engagement.*
- *State-operated campuses become eligible for a share of the \$18.0M noted above – pursuant to a methodology determined by the Chancellor and approved by the Board of Trustees - upon completion and approval of a “performance improvement plan”. Such approval will be provided by the Board of Trustees and the plan will be developed for use in future years. Plans will include, but are not limited to, improving access, completion, academic and post-graduation success, research, and community engagement. Funds may be used for such purpose as designated by the Chancellor and approved by the Board of Trustees.*
- There is \$2.2 million dollars allocated for salary increases for UUP. Of course the bad news is that the salary increases total over \$100 million, so there may be some pain on some campuses to be able to fund these increases.

We also had an update on the Chancellor's mandate for every campus to make experiential learning a graduate requirement.

You might remember that I referred to this two months ago in my remarks when I reported that the University Faculty Senate had opposed this mandate because it is a fundamental principle in academia that curricular items originate with the faculty and not with the Chancellor.

The opposition paid off in that the language in the budget changed from saying that experiential learning would be mandatory, to saying that all students should have the opportunity to have experiential learning, and that the Senate would have a voice on each campus as decisions were made regarding whether or not to make it mandatory. The bad news is that the budget:

*Requires the Boards of Trustees of the State University of New York and the City University of New York to each pass a resolution by June 1, 2015 in favor of developing a plan to offer approved experiential/ applied learning activities to students.*

So this bears watching.

## **Final draft of 4.10.15 Senate Minutes for ESP and Senate approval on May 8<sup>th</sup> 2015.**

In the meantime, **Provost Ponton** has appointed a point person for this for Buffalo State, and, since it is a curricular matter involving students and faculty alike, I have asked the appropriate Senate committees to weigh in as well. (To what extent do we want to make it a graduation requirement? Who should oversee it? How will it be paid for?) These are just some of the questions that need to be addressed.

The third topic we discussed was 360 review, including review of top administrators. The University Faculty Senate has issued a best practices report on Faculty Review of Administrators below the President's level, and from what Scott and I could gather, Buffalo State was the only campus represented (Binghamton, Fredonia, UB, Alfred State, Brockport, Oswego) at that meeting that did not have a plan or policy regarding the review of administrators between the Deans' level and the Presidents' level. I think that at some point in the coming months you will see some recommendation coming forward regarding the creation of a plan for 360 review.

It's always good to meet with colleagues from across the state because it is a reminder that we are all in this together. Issues that we deal with at Buffalo State are replicated over and over again at Cortland, Delhi, Potsdam, Plattsburg, and all the other campuses. It's always good to be reminded that we don't continually have to reinvent the wheel. We can learn from each other, we can work together to accomplish the broader mission of SUNY, and we can support each other in hard times. That, to me, is what 'systemness' should be all about.

Do you have any questions?

### **BSAC-Budget Staff & Allocations Committee-Scott Goodman, Interim Chair**

**Senator Goodman** explained to the Senate that the Administrative Array report went back to his committee and more deliberations and discussions took place. There are many layers of this report that need to be reconsidered, and this is not something that will be resolved quickly and without input from other areas on campus. More thought and conversation needs to take place in the recommendations originally made by this committee. This may not just be a Senate task alone, but a collaborative one with the administration and campus. The original recommendations were bold and not everyone agreed with the committee; nor did all BSAC members agree on the recommendations. The genesis for this was the Academic Array report initiated by then Interim President, Howard Cohen.

We hope to correct some factual errors and extend this to a 360 degree review. We are modeling this on SUNY Fredonia's report.

**President Conway Turner:** I have a point of clarification. You're talking about administrative review and an overall structural review, so I'm unclear which one the Senate might be trying to undertake. It is not unusual for campuses to have the broader college involved in the evaluation of administrators but I'm confused as to what you're considering for structure review.

**Senator Goodman:** The recommendations made in the administrative array report have some structural components, but they were for discussion purposes. We as the College Senate are in a position to make recommendations. The review of administrators is a separate issue. So I think we're going to leave the administrative array report as it is and go forward with some of the recommendations we have made.

**Senator Stewart:** Let's say that by next meeting we have this elaborate review process in place, what would be the point? I don't know that it would exceed anything more than recommendations.

## **Final draft of 4.10.15 Senate Minutes for ESP and Senate approval on May 8<sup>th</sup> 2015.**

**Senator Goodman:** That's all we can do.

**Senator Stewart:** We talk about this in the hallways every day, we as faculty already know how we feel about administrators.

**Senator Goodman:** This is just another voice to recommend, and if we were reviewing top administrators, it would not just involve the College Senate, it would be a wide spectrum of people across campus.

**Senator Stewart:** I still think it will be a useless endeavor. When you look at administrators, many of which have been here a long time, and I think we know what they do in terms of strengths, and weaknesses; but people are still around, that's all I'm going to say.

**Senator Goodman:** We don't even have a plan in place so we are still some time.

**Senator Paterson:** I've reviewed the charge to BSAC, the charge is to analyze all data and policies which determine budget and staff allocations. I think something as broad as this, with this many implications should not be charged only to BSAC.

**Senator Goodman:** This report was a response to the meeting last week, the idea was to discuss it openly. A full review would be something from the presidents' office I would imagine.

**Senator Carson:** In no way was this intended to be a "gotcha" moment. This came about in part due to the meeting we had last week with some other campuses. We were the only campus that does not have a review policy for administrators. We are all assessed at some level so it is nothing to be afraid of.

**President Conway Turner:** I just wanted to say that the evaluation of administrative positions is already something that I am looking at and I do not consider it a senate issue, I consider it a presidential issue. I will be working with this and I am happy to keep you in the loop as I do so.

### **By-Laws & Elections Committee-Amitra Wall, Chair**

#### **• Elections Update**

##### **I. Election Results from Schools and PSC as of 4.10.15**

- SOE -TBA**
- A&H- Meg Knowles, Communication, Michele Ninacs, English and University College**
- SNSS- Jennifer Hunt, Psychology, Frederick Floss, Economics and Finance**
- SOP- Lynn Boorady, Fashion and Textile Technology, Kim Kline, Higher Education Administration**
- PSC -Amy Rosen-Brand, Disability Services Office, Maria Brickhouse, Educational Opportunity Program**
- Support Staff- TBA**

**II. The call for nominations for all positions ends today (4.10.15) at 5:00 p.m.**

**III. College Senate Elections will run from 12:01 a.m. Monday, April 20, through 11:59 p.m. Friday, April 24.**

**Final draft of 4.10.15 Senate Minutes for ESP and Senate approval on May 8<sup>th</sup> 2015.**

- a. Electronic voting system supplemented by paper ballots.
- b. Visit the College Senate’s Elections information site to review candidate qualifications.

**IV. College Senate’s Annual Caucus will take place on Friday, May 8 at 12:30 in BUTL210.**

- a. Elections for chairs of the Senate’s standing committees as well as Chair of the Senate will be held.
- b. In the event of two or more individuals seeking the same position, electronic elections will take place beginning May 18, 2015.
- c. Email Amitra Wall [hodgeaa@buffalostate.edu](mailto:hodgeaa@buffalostate.edu) if you are interested in nominating yourself or someone else for one of these positions
- d. Nominations will be taken up to and during the caucus session.

V. New College Senate members are encouraged to attend the May 8<sup>th</sup> College Senate meeting immediately following the caucus.

**College Senate Curriculum Committee-Karen Sands O’Connor, Chair**

**Senator Sands O’Connor** presented **Senator Marc Bayer** who introduced via PowerPoint, the new data system Wufoo, This is being used to develop easier to use curriculum templates. (*Senator Bayer is a long time member of the CSCC and Interim Director of Butler Library.*)

**Current Review Process (doc template-see below example)**

**New Course Proposal**

**Prefix, Number and Name of Course:** DMP 351 Electronic Music Composition II  
**Credit Hours:** 3 credits  
**In-Class Instructional Hours:** 3

**Catalog Description:**  
*Prerequisites:* DMP 350  
 Focus on the creative use of sound, music, and video through the exploration of key software tools for electronic music composition, music performances, mixed media, and sound installations. Advance technical and theoretical knowledge of electronic music while developing music composition skills.

**Reasons for Addition:**  
 It will provide a unique opportunity for students who want to continue to expand their knowledge and creativity in the field of electronic music composition. This class will also offer valuable preparation for students who wish to pursue studies in the area of music technology at the graduate level.

<b>Student Learning Outcomes:</b> Students will be able to	<b>Course Content References:</b>	<b>Assessment:</b>
1. apply knowledge of professional music sequencers and other music software programs to electronic music composition, mixed-media pieces and sound installations.	II, III, VII	1. class presentations, written assignments, participation in class discussion, exams
2. demonstrate in-depth knowledge of relevant techniques for digital sound processing.	IV	2. lab assignments, participation in class discussion, final project
3. utilize software tools for creative digital sound synthesis.	V	3. lab assignments, participation in class discussion, final project
4. utilize MIDI controllers in interactive-music performance.	VI	4. lab assignments, participation in class discussion, final project
5. develop effective strategies for composing music for film, TV and video games.	I-VII	5. class presentations, written assignments, exams

**Approve with following revisions:**

- Hours missing**
- State addition reasons in relation to current offerings**
- Verbs too low level**
- Formatting issues**

**Proposed Review Process (online form-see below example)**

**BUFFALO STATE**  
The State University of New York

**Curriculum Committee Course Proposal**

Any department undergoing major curriculum overhaul, or any faculty members new to course proposal writing, may feel free to contact the CSCC chair, [Karen Sands-O'Connor](#) with questions or requests for curricular workshops or sessions.

Please reference [Bloom's Taxonomy Verb List](#) to align learning outcomes with assessment techniques and standards.

1 General Course Information    2 SLOs & Assessments    3 Content & Resources

Course Name \*

Course Prefix \*    Course Number \*

How often is the course being offered? \*

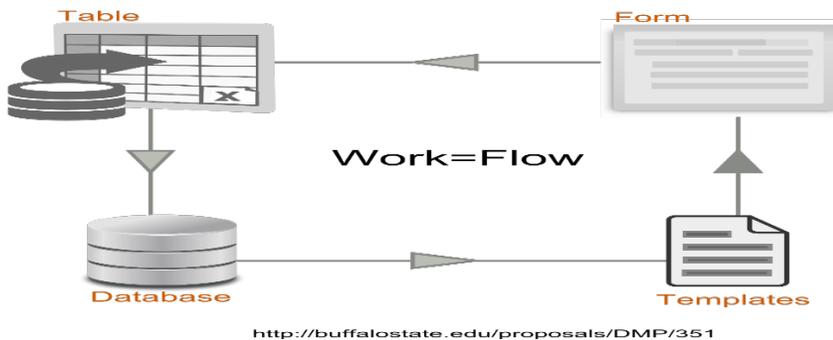
Fall Semester     Spring Semester     January Semester

Total Credit Hours \*    Lecture Hours \*

Lab Hours \*    Field Hours \*

Approved  
Hours (required fields)  
Reasons (tool tips)  
Verbs (linked to)  
Formatting issues (none)

**Information Productivity**



**Senator Sherman:** How soon will this be available? And how do we share proposals within the department?

**Senator Bayer:** It will be operational in the Fall of 2015 and even if you submit a document, it can be converted into the form.

**Senator Sherman:** Can you prepare templates that we can work with that are comparable to the submission format?

**Senator Sands O'Connor:** Would it be possible for them to submit the form and then let us know when it is ready for review?

**Senator Bayer:** This is a brand new idea, so we're going to have to test it out. The advantages will outweigh the disadvantages.

**Senator Sherman:** I am not objecting to this, I think it is a great idea.

**Final draft of 4.10.15 Senate Minutes for ESP and Senate approval on May 8<sup>th</sup> 2015.**

**Senator Bayer:** The Wufoo Forms and Doolli database is managed by: **Andy Chambers**, Library's Information Management Officer

**Instruction & Research-I&R- Kevin Williams, Chair**

**1. DOPS Academic Freedom Policy- Recommended revision to text**

BUFFALO STATE COLLEGE

DIRECTORY OF POLICY STATEMENTS

Policy Number: I:15:00 Date: Revised 2005

Subject: Academic Freedom

It is the policy of the University to maintain and encourage full freedom, within the law, of inquiry, teaching, and research. In the exercise of this freedom faculty members may, without limitation, discuss their own subject in the classroom; they may not, however, claim as their right the privilege of discussing in the classroom controversial matter which has no relation to the subject. The principle of academic freedom shall be accompanied by a corresponding principle of responsibility. In their role as citizens, employees have the same freedoms as other citizens. However, in their extramural utterances employees have an obligation to indicate that they are not institutional spokespersons.

PROPOSED Revision to TEXT (change "classroom" to "course")

It is the policy of the University to maintain and encourage full freedom, within the law, of inquiry, teaching, and research. In the exercise of this freedom faculty members may, without limitation, discuss their own subject in the course; they may not, however, claim as their right the privilege of discussing in the ~~classroom~~ **course** controversial matter which has no relation to the subject. The principle of academic freedom shall be accompanied by a corresponding principle of responsibility. In their role as citizens, employees have the same freedoms as other citizens. However, in their extramural utterances employees have an obligation to indicate that they are not institutional spokespersons.

**2. Proposed revision for additional language to DOPS Policy on Student Identity Verification in Distance Education Courses**

**BUFFALO STATE COLLEGE**

**DIRECTORY OF POLICY STATEMENTS**

Policy Number: IV:07:02

Date: December 2012

Subject: **Student Identity Verification in Distance Education Courses**

## Final draft of 4.10.15 Senate Minutes for ESP and Senate approval on May 8<sup>th</sup> 2015.

Online classes at Buffalo State are offered via the campus-supported online learning management system (LMS). Students are required to log into the system using their campus-assigned credentials, issued at the time the student first enrolls at Buffalo State. Enrollment information is passed from the campus student information system (SIS) to the LMS to ensure that students have access to all (and only those) courses for which they are enrolled.

### Student Identity Verification

Access to the LMS is controlled by the student's network username/password, and official communication with the student is through a campus-assigned email account. Network and email passwords are retrieved through the student's student information system (Banner) account. The Banner ID and login information are mailed to students with their acceptance materials. Students must provide ID when requesting password resets at the help desk (or answer a series of challenge questions when making the request by phone). All accounts are generated by the college – students do not self-enroll in any online-access accounts.

### Protection of Student Privacy

All processes related to the verification of student identity for online course access are automated, protected by campus database security and privacy policies and procedures, and in compliance with FERPA regulations.

### Charges Associated with Identity Verification

There are no charges to students associated with identity verification.

### Responsibility for Identity Verification

Computing and Technology Services is responsible for the consistent application of the automated processes related to student identity verification for online courses.

### Student Responsibility for Safeguarding Credentials

**Students are responsible for safeguarding their student accounts and for all activity associated with those accounts. Sharing of log on credentials with the intention of anyone other than the registered student completing course work may be considered a violation of the Academic Misconduct Policy.**

*Computing and Technology Services*

*Fall 2012*

*Revision - Online Advisory Committee*

*Spring 2015*

**Yellow highlighted area added. No other changes**

## ACADEMIC CALENDARS 2015-2019

### STATE UNIVERSITY COLLEGE AT BUFFALO

<u>FALL SEMESTER</u>	<u>2015/2016</u> (Approved)	<u>2016/2017</u> (Tentative)	<u>2017/2018</u> (Tentative)	<u>2018/2019</u> (Tentative)
Classes Begin	Mon., Aug. 31	Mon., Aug. 29	Mon., Aug. 28	Mon., Aug. 27
Labor Day (No Classes)	Mon., Sep. 7	Mon., Sep. 5	Mon., Sep. 4	Mon., Sep. 3
Constitution Day and Citizen Day	Thu., Sep. 17	Fri., Sep. 16	Mon., Sep. 18	Mon., Sep. 17
Fall Recess (No Classes)	Mon., Oct. 12	Mon., Oct. 10	Mon., Oct. 9	Not Observed
Veteran's Day (No Classes)	Wed., Nov. 11	Fri., Nov. 11	Sat., Nov. 11	Sun., Nov. 11
Veteran's Day Observed (No Classes)			Fri., Nov. 10	Mon., Nov. 12
Thanksgiving Day Recess (No Classes)	Wed.-Sat. Nov. 25-28	Wed.-Sat. Nov. 23-26	Wed.-Sat. Nov. 22-25	Wed.-Sat. Nov. 21-24

**Final draft of 4.10.15 Senate Minutes for ESP and Senate approval on May 8<sup>th</sup> 2015.**

Study Day	Fri., Dec. 11	Fri., Dec. 9	Fri., Dec. 8	Fri., Dec. 7
Critique and Evaluation Period	Mon.-Thu. Dec. 14-17	Mon.-Thu. Dec. 12-15	Mon.-Thu. Dec. 11-14	Mon.-Thu. Dec. 10-13
Final Day of Fall Semester	Thurs., Dec. 17	Thurs., Dec. 15	Thurs., Dec. 14	Thurs., Dec. 13
Emergency CEP Day	Fri., Dec. 18	Fri., Dec. 16	Fri., Dec. 15	Fri., Dec. 14

**J-Term**

	<b><u>2015/2016</u></b> (Tentative)	<b><u>2016/2017</u></b> (Tentative)	<b><u>2017/2018</u></b> (Tentative)	<b><u>2018/2019</u></b> (Tentative)
J-Term	Mon.-Fri. Jan. 4-22	Tue.-Fri. Jan. 3-20	Tue.-Fri. Jan. 2-19	Mon.-Fri. Jan. 7-25
Martin Luther King Jr. Day (no classes)	Mon., Jan. 18	Mon., Jan. 16	Mon., Jan. 15	Mon., Jan. 21

**Spring Semester**

	<b><u>2015/2016</u></b> (Tentative)	<b><u>2016/2017</u></b> (Tentative)	<b><u>2017/2018</u></b> (Tentative)	<b><u>2018/2019</u></b> (Tentative)
Classes Begin	Mon., Jan. 25	Mon., Jan. 23	Mon., Jan. 22	Mon., Jan. 28
President's Day recess (No Classes)	Mon.-Tue. Feb. 15-16	Mon.-Tue. Feb. 20-21	Mon.-Tue. Feb. 19-20	Mon.-Tue. Feb. 18-19
Spring Recess (No Classes)	Mon.-Sat. Mar. 21-26	Mon.-Sat. Mar. 20-25	Mon.-Sat. Mar. 19-24	Mon.-Sat. Mar. 25-30
Study Day	Fri., May 6	Fri., May 5	Fri., May 4	Fri., May 10
Critique and Evaluation Period	Mon.-Thu. May 9-12	Mon.-Thu. May 8-11	Mon.-Thu. May 7-10	Mon.-Thu. May 13-16
Final Day of Spring Semester	Thurs., May 12	Thurs., May 11	Thurs., May 10	Thurs., May 14
Emergency CEP Day	Fri., May 13	Fri., May 12	Fri., May 11	Fri., May 17
Commencement	Sat., May 14	Sat., May 13	Sat., May 12	Sat., May 18

**SUMMER SESSION**

	<b>2015</b>	<b>2016</b>
ES	May 18 – May 29	May 16 – May 27

**Final draft of 4.10.15 Senate Minutes for ESP and Senate approval on May 8<sup>th</sup> 2015.**

SM	May 18- June 12	May 18- June 12
Session A	May 26-June 19	May 31-June 19
Session B	June 22-July 17	June 27-July 22
Session C	July 20-Aug 7	July 25-Aug 12
Session I	May 26-July 10	May 31-July 15
Session II	May 26-Aug 7	May 31-Aug 12

**Senator Gradwell:** Is the calendar posted on the website?

**Multiple senators:** Yes

**Senator Potts:** Has there ever been an attempt to align our spring break with UB's?

Senator Williams: We can certainly look into that if it is suggested.

**Standards for Students-Senator, Heather Maldonado, S4S Chair (see Appendix A for resolution docs)**

DOPS Policy on Freshman Admission (revisions to the 1992 policy) this is a discussion item. A formal vote will be taken at the May 8<sup>th</sup> 2015 Senate meeting. **Senator Maldonado** first provided a timeline as to the path this resolution has taken.

**Standards for Students  
Freshman Admissions Policy Review Timeline**

**2011-12** Asked to review standardized test optional freshmen admissions policy revision by the AVP of Enrollment Management.

**2012-13** Continued consideration of the evaluation of the possibility of making SAT scores optional for admission policies, based on evidence and practices in Higher Education: tabled after learning information collection from prior year had yielded that (a) there was no policy that was found at SUNY Buffalo State that mandates SAT use and (b) there was no institutional driver requesting further review of current policy.

**2013-14** Resolution against becoming a standardized test optional school for freshmen admissions (plus a request to review the freshmen admissions policy as outlined by college policy) was presented to the Senate at the December 2013 Senate and accepted at the February 2014 Senate. Presidential approval granted.

**2014-2015** Freshmen admissions policy work group with combined membership of Standards for Students committee members and Enrollment Management staff was formed under the Provost's charge in fall 2014. The workgroup meet in spring 2015 with the following outcomes:

*January 2015 –*

- identified the policy under review from the past Senate discussions (1992 policy, 2006 memo);

## **Final draft of 4.10.15 Senate Minutes for ESP and Senate approval on May 8<sup>th</sup> 2015.**

- agreed the Senate charge was to focus on the freshmen admissions portion of the 1992 policy which also includes transfer admissions and graduate admissions;
- worked to bring 1992 policy into alignment with current practice.

*February 2015 –*

- Revision of 1992 policy shared with work group for commentary.

*March 2015 –*

- work group met to finalize revisions and realized (a) the 1992 policy did not “live” anywhere and (b) a DOPS for freshmen did not exist (although other admissions DOPS do exist);
- The work group altered the revised 1992 policy to be a DOPS policy on freshmen admissions to be consistent with the formatting and filing of other policy statements.

### **Student Welfare Committee (SWC)- Ashley Lanning, Chair**

**Senator Lanning:** The SWC discussed the definition of what constitutes experiential learning. SWC felt that most departments are doing various types already, and the departments should be able to decide what constitutes experiential learning for their individual majors.

**Senator Sherman:** It's obvious that internships and service learning fall into these categories. Will courses like 495, 499 be included?

**Senator Lanning:** From our discussion we thought some of those would count for this applied learning piece.

**Senator Sherman:** Allowing for those to count might give our part time students a greater chance to be successful.

**Senator Paterson:** I can clarify, there are definitions for that which the course proposals would have to follow. The deans are looking into that.

### **UNFINISHED BUSINESS** (formerly ‘Old Business’)

*There was no Unfinished Business.*

### **NEW BUSINESS**

*There was no New Business.*

### **CONSTITUENT QUESTIONS (CQ's)**

**Senator Carson:** Please email me any CQ's at: [carsonda@buffalostate.edu](mailto:carsonda@buffalostate.edu)

Adjournment: 4:32 pm

**APPENDICES**

**Appendix A**

Standards for Students resolution-Revisions to the Freshman Admission DOPS Policy (three documents a. 1992 revision by the Senate, and the Current recommended revisions (in red) document)

**FILE**

**BUFFALO STATE COLLEGE  
ADMISSIONS POLICY**  
(As Approved by the College Senate on May 8, 1992)

**Application Deadline:** Applications to Buffalo State College will be accepted until the designated priority deadline date, at which time all initial decisions will be made on a competitive basis. If circumstances warrant, the College will continue to review applications as they are received.

**Early Decision:** Buffalo State College will consider early decision applications. Applications for early decision must be received by the designated early decision application deadline. Students who are not admitted under the early decision provision shall be eligible for consideration for general admission.

**Admissions Criterion:** Unweighted grade point high school averages are used in making determinations about admission to the College. Students with an unweighted average of 85 or above, or\* who are in the top 25% of their graduating class, shall be admitted to Buffalo State College on the basis of their work in high school.  
(\*note: "or" replaces "and," per approval of the recommendation from the Enrollment Management Advisory Committee by the College Senate, spring, 1995.)

Students with unweighted high school grade point averages between 85 and 78 shall be reviewed using a variety of factors (such as SAT or ACT scores, letters of recommendation, strength of program which the individual student has completed, extra curricular participation and extenuating circumstances).

Those students above the age of 21, who have not attended college before, and who do not qualify for admission under the above policy, shall be allowed to take courses at the college as non-matriculated students. After 15 hours of college work a student in this category will be admitted to the college as a full-time student, if the student has maintained a 2.00 grade point average.

**Special Considerations:** Special consideration for admissions is available to applicants having special situations such as, for example, a student who had difficulty because of a divorce in her family and whose grades suffered in her junior year, but who has high SAT scores. This category of admissions can also be used to ensure that Buffalo State College can meet its commitment to diversity.

The number of special admission students admitted to the College shall be a maximum of 10% of the general freshman class. A committee of faculty, staff and administrators makes all special consideration selections.

1992

## Final draft of 4.10.15 Senate Minutes for ESP and Senate approval on May 8<sup>th</sup> 2015.

### DIRECTORY OF POLICY STATEMENTS

Policy Number: I:01:\_\_\_ Date: April 2015

#### **Subject: Freshmen Admissions**

Admission is based on academic performance in high school and on space availability. Successful applicants will be those who submit a completed application (i.e., application form, standardized test scores, essay, and high school transcript) with a demonstrated competitive high school curriculum. Students who apply without demonstrated success in a competitive curriculum may be reviewed using "holistic review" which includes a variety of factors (e.g., standardized test scores, letters of recommendation, strength of high school program completed, extra-curricular participation).

Special consideration for admissions is available to applicants with extenuating circumstances that may have impacted their past academic record. Students admitted under the special consideration provision may have stipulations attached to their admission (e.g., specific course enrollment, academic skill development, mentoring). The percentage of special consideration admissions will be reviewed annually in a meeting of the Standards for Students committee and the Associate Vice President for Enrollment Management. Previously earned college credit (e.g., Advanced Placement, college coursework completed while in high school) will be evaluated after acceptance upon receipt of their official scores and/or college-credit bearing transcripts. Accepted students will be apprised regarding transferable credit. Grades, quality points, and cumulative averages do not transfer. Departments reserve the right to refuse to accept transfer credit hours in fulfillment of their own major requirements, within the parameters set forth by ~~OpenSUNY~~ SUNY Seamless Transfer requirements.