

•COLLEGE SENATE•

Official Meeting Minutes

December 11, 2015-Butler 210, 2 p.m.

<u>PRESENT</u>			<u>EXCUSED</u>
Bajus**	Irion	Payne	Adamo
Bayer	Kline	Perreault	*Hunt (fall sabb.)
Ben-Merre	Knowles	Potts	Sands O'Connor**
Bewlay	LeVine	Reid	(1 yr. Sabb.)
Boorady	Lewis	Rosen-Brand	Zhang
Brickhouse	Maldonado	Santa Maria	
Conway-Turner	Marren	Sarratori	<u>ABSENT</u>
DeWind	Mayrose	Shandomo	Abass
Emo	McCarthy	Shane	Aina
Ettestad*	McGovern	Shephard	Djirakor
Floss	Mernitz	Sherman	Jorden
Fujiuchi	McMillan	Stewart	Leminger
Gellin	Miller	Tucceri	Marcus-White
Gleckel	Morales	Velez	Richards
Goodman	Ninacs	Vince Garland	T.Wright
Grinnell		Wall	
Hotchkiss		K.Williams	

•COLLEGE SENATE MEETING•

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December 11, 2015

CALL TO ORDER: *Senator McMillan* called the meeting to order at 2:00 p.m.

ADOPTION OF THE AGENDA: *Senator McMillan* presented the agenda, then asked for a motion to approve the agenda. Moved and seconded. The Senate agenda was approved.

PRESENTATION OF THE MINUTES: *Senator McMillan* presented the minutes of November 13th 2015. There were no changes, the minutes were accepted.

REMARKS OF THE PRESIDENT

President Conway-Turner

Updates:

New Name for Information Services and Systems:

Information Services and Systems team members have committed this fall semester to work collaboratively to holistically evaluate the suite of services currently provided to the Buffalo State community. Several Task Forces have been charged to gather input, research options and provide recommendations on organizational identity, email-calendar options and the development of a consolidated service catalog.

The Organizational Identity Task Force was charged with reviewing the ISAS 'brand' across the institution, to identify strategies to unify the resources and services supported throughout the division and to recommend a new name that best reflects the mission, values and vision of the organization. This group responded to the charge of reviewing the current brand by surveying the campus community including all faculty, staff and students during a three-week period from October 16, 2015 through November 13th, 2015. The 13-question survey administered resulted in nearly 1,000 submissions which were analyzed to identify community expectations and gaps in service delivery.

After a thorough review of the feedback received from the campus community, the Task Force unanimously agreed upon a new recommended name for the division: **Resources for Information, Technology and Education** or ***R.I.T.E. RITE*** best reflects our goal to deliver exemplary service and resources designed to support the educational mission of the institution.

To build on this initiative, the Task Force also put forth several recommended strategies to market and strengthen the brand identity of the organization throughout the community, including:

- Update all division web pages to more cohesively convey the services and resources available to the community
- Clarify the core services provided through a comprehensive service catalog and knowledge base
- Design a new logo to enhance the new name
- Embed campus devices with quick-access instructional videos and bookmarks/web-links to valuable resources
- Distribute T-shirts to staff and encourage personal identification cards to be worn

Final draft of the 12.11.15 Senate Minutes for ESP on 2.4.16., and Senate approval on 2.12.16

- Host annual technology fair demonstrating the wealth of available information and technology services available

Next Steps

The work of the Brand Identity Task Force, in conjunction with the recommendations from the Service Catalog Task Force, will be used to inform a reorganization strategy for the unit to better align and position resources to support delivery of the core services the community expects from the division. This will begin by restructuring and organizing our staff into functional teams with assigned ownership for the support and delivery of a group of related services. We will also be moving toward a model where the services available to the community will be accessible through an easy-to-navigate web portal which will present each service through a comprehensive catalog that describes each service in detail, the expectations and responsibilities of the support team, including expected service delivery time, and the ability to request the service of interest. Requestors will be able to obtain up-to-the-minute updates on the status of their request through this portal.

Roar in Four

As part of our SUNY Excels Performance Improvement Plan, we reported that Buffalo State will implement a “Roar in Four” program beginning in fall 2016. This responds to the “Time to Degree” measure that SUNY has asked every campus to address. Under the “Roar in Four” contract, the college will commit to a guaranteed four-year graduation with the following conditions:

Buffalo State shall:

1. Provide appropriate courses for the major;
2. Provide an academic advisor for the student;
3. Publish major requirements in the catalog;
4. Notify students of upcoming registration dates and their assigned registration times;
5. Provide tools that allow students to monitor their degree progress.

Students shall:

1. Maintain continuous enrollment (fall and spring semesters);
2. Complete at least 30 credit hours each year and meet all degree checkpoints along the way;
3. Remain in good standing with the college and make satisfactory academic progress;
4. Register within two days of assigned registration time;
5. Accept any available section that can be accommodated in their course schedule.

SUNY Excels (Performance Improvement Plan)

Buffalo State has been asked to adjust some of our original projected targets for 2020 in order to obtain approval of our performance improvement plan. The areas where the targets have been increased or decreased from our original submission are:

- 6-year Baccalaureate Graduation Rate: from 48% to 50%;
- Undergraduate Certificates Awarded: from 0 to 50;
- Graduate Certificates Awarded: from 60 to 75;
- Student Default Rate: from 7% to 6%;
- Funds Raised: from \$4 million to \$6 million.

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We should know by next week if our performance improvement plan is approved with these adjustments. Once all improvement plans are settled we will then learn which investment plans will be approved and funded. As you recall, four of our five proposals were accepted into the final review round:

- EOP Program Expansion
- Predictive Analytics
- Virtual Concierge
- Pre-Collegiate Success Center

College Council Meeting

The College Council met on December 8th for its second meeting of the academic year. During that meeting, Bill White, Director of Faculty Development and Professor of Social and Psychological Foundations of Education provided a presentation on the “Black Cross Project”. As you know, in November members of the Buffalo State faculty partnered with their students, student organizations, and other campus entities to introduce a new initiative to the campus. The goal was to start a campus-wide dialogue about race and the meaning of social justice in the United States. It took place from November 8 through 13, and was highlighted by a panel discussion, “Race, Violence, and the Struggle for Social Justice,” on Thursday, November 12, at 12:15 p.m.

Title IX Voluntary Reporting

The College is continuing to comply with the 2013 SUNY/OCR Title IX voluntary resolution agreement. The agreement continues until December 2016 and we are providing the quarterly updates regarding our educational efforts to inform the campus community, particularly our students, about sexual assault prevention initiatives.

Constituent Questions

1. There are several constituent questions that we have been asked to address. I will ask members of my cabinet to address questions that fall in their purview but I would like to start by responding to the questions regarding placement of certain programs in the Enrollment Summary Report:
 - There was a question about why the COMPASS Admissions Program appears to be listed under University College in the Enrollment Report. We know that COMPASS reports to Student Affairs. There was a spacing issue in the original report that made it appear that COMPASS reported to University College. The report has been corrected online to show the correct placement of the program.
 - Another part of that same question related to why the Honors Program was reported with University College. The program currently resides in University College so that is a logical and correct place for reporting.
 - Finally there was a discussion about the correlation between SAT scores and retention. The research consistently indicates a very low correlation for these two factors.
2. There was another constituent questions asking if there was data regarding students affected by the 35 mile rule for housing, specifically are those students who cannot live on campus still coming to Buffalo State or choosing to go to other schools? I eliminated the 35 mile radius rule when I arrived at Buffalo State so there is no need to collect data. I believe this rule may have been enforced during the recruitment year before I became President so if there was an impact it no longer exists. There are additional issues and concerns about housing and recruiting from outside of the Buffalo area. I can tell you that the Housing Master Plan will be an integral part of our overall strategic plan. I would go into

*UPD=University Police Department *GU=Georgetown University *DT=Direct Threat *ILP=Involuntary Leave Policy *ADA=American’s w/ Disabilities- ---
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more detail here but just know that this issue will be addressed over the course of our planning this year.

3. **Vice President Hal Payne** will provide an update on the status of the involuntary leave policy.
4. **Provost Melanie Perreault** will respond to the constituent question about class scheduling.

Vice President Payne-Involuntary Leave Policy Update

- **Vice President Payne:** In the fall of 2014, I asked the Student Health Advisory Committee (SHAC*), under the leadership of **Dr. Carol DeNysschen** (Associate Professor in Dietetics and Nutrition Dept.) to look at the college's Involuntary Leave Policy* (ILP*). In April 2015 Dr. DeNysschen provided a recommendation that Buffalo State adopted an ILP. It was to be forwarded to the President's cabinet.
- During summer and early fall 2015 we received a great deal of advice from legal counsel regarding developments in case law. This was in response to suits brought against colleges and universities nationwide who were enforcing and or implementing these ILP*.
- Most recently SUNY legal counsel gave a presentation on this at a meeting of the SUNY Chief Student Affairs Officers- a very informative meeting.
 - A relevant and recent case with *Quinnipiac University*, in court GU* (*Georgetown University) settled allegations that they violated the American's with Disabilities Act* (ADA*)-after they placed a student on mandatory medical leave after she was diagnosed with depression:
 - This case stands for the principles that colleges must treat abled and disabled students similarly where a *Direct Threat** (DT*) is found to exist.
 - Specifically by requiring an ILP*, Quinnipiac failed to consider its ILP* to permit the complaintive to complete her classes online, or in person, while she received treatment.
 - Most cases that involve ILP* include students with mental disabilities. Part of a protected class under the ADA*.
 - When students are found with mental health disabilities, an issue of discrimination arises when we treat these student differently than other students.
 - SUNY referred to GU*; the court found GU* violated ILP due process, do not wait for a due process hearing as we do with our judicial cases; courts are having a problem with lack of due process in implementing an ILP*.
 - The policy at GU* was found to have failed to adequately describe what represents a fair and reasonable assessment of mental health conditions.
 - Always a part of ILP that there has been an assessment of *Direct Threat** (DT*). Courts have tended not to recognize DT* to self, as being non-discriminatory under the ADA*. With GU* case, there was concern whether the assessment done in a fair way? Court found GU* failed to set a reasonable and prompt timeline for readmission to the college, once the DT* was found to no longer exist. Court was suspicious of a suspension for a period of time, when in fact the suspension for that period of time didn't take into account that a particular mental health condition might be treatable over a variable

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period of time (may not need a year/semester/month). Policy at *GU was too rigid in that, suspensions were for either a semester or a year.

- We are reviewing SHAC's* recommendation in light of this revised guidance from SUNY's legal counsel; we will submit a revised proposal to the president's cabinet in early spring 2016. In the meantime student conduct that represents a DT*, will continue to be handled under our, Code of Student Conduct. In cases where, after assessment by competent medical/counseling staff, by UPD*, or by external agency; such as, Crisis Services. We determine that a DT* exist; we may order an involuntary transport to one of the local medical facilities for further assessment, and if appropriate, treatment. If determined on campus that DT* exists, the student immediately is subjected to an interim suspension; to insure that the student does not return to campus until an assessment is made to determine that the DT* no longer exists. And until a full due process hearing is conducted on the merits of the case involving DT*. In the past, we have required that students not be allowed to return to campus until they present a psychiatric evaluation that makes clear, they no longer pose a DT*. That process will continue while we work out the policy relating to involuntary leave.

Are there any questions?

Senator Floss: Do the recommendations look at a number of specific cases? I have had to deal with some on our campus, but more to the fact that at other campuses that these discussions have been going on.

I am on the Board of Directors for *SUMMIT*, a school for autistic children. We are seeing many more of our children come to college. One of the big issues for them is, around this time of year they become involuntarily suspended on some campuses, essentially because they freeze up. They may need a 'time out', or be involuntary suspended. Where we found the problem was, trying to transition them back onto campus, for example; we have thrown them out of all of their courses, and make them start a whole semester again. They freaked out because they couldn't understand how to do a footnote in their final paper. So two days before the semester is over they have an 'A' average in the class, but because of their disability this comes up. You cannot expect a faculty member to understand, particularly when we are not informed we have students like this in our class. My hope is that whatever policy we have, that we work with i.e., our Ex. Ed. Dept. and others, to let them know about some of the problems that a larger number of our students are going to have as they come to Buffalo State, so that we might address our policy that doesn't hurt these students and allows them to become successful.

Vice President Payne: The first issue had to do with allowing students if they have to be out of class, be given them an accommodation that would enable them to complete the class, even though they are not in class, such as online. The court was very concerned about any kind of suspension for an indefinite period, when in fact the mental health disability, or physical disability, might be asserting itself for a short period of time, as in the case you just mentioned. Real concern about discrimination against students with mental health, or physical disabilities in these policies as you just described in your example. Our committee did a fabulous job with the draft, but we have not yet specifically responded to some of those issues that have come up in these cases. We will be working with legal counsel to insure that our policy is in compliance with these issues.

Senator McMillan asked if there were any other questions for the President. Hearing none, the **Provost** then spoke on course scheduling.

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Provost Perreault: So the question about course scheduling was regarding our efforts to get all of the courses to follow the standard times, established by the college. Scheduling at atypical times can hurt students because what it does is prevent students from being able to take a class before and the class after. So to address that, we will be asking departments to fit their classes within the standardized times. My effort will be to push the before 3pm/after 3pm.; greater flexibility. Before 3pm classes are really jammed/stacked up. And this would also allow us to make more effective use of our classroom and laboratory space.

Senator McMillan: I heard that we have an audit, and may potentially be fined due to space use. Is there any merit in that comment?

Provost Perreault: We don't get audited for space use. I have not heard about a fine.

Senator McMillan: Who audits us?

Vice President LeVine: SUNY internal audit or the state controller. Not for space.

President Conway-Turner: No, there is an internal audit done for space, we review ourselves for that. There is no financial penalty.

REMARKS OF THE CHAIR

Senator McMillan: I would like to welcome to the Senate **Jessie Lombardo**, as our new Senator for Professional Staff. **Senator Lombardo** will be completing former **Senator Christine Frezza's** term until 2016. Additionally, Happy Holidays to all!

COMMITTEE REPORTS

Academic Plan Committee (APC)-Senator, Jason Grinnell, Chair

- Presented update on the Strategic Plan process.

Senator Grinnell: As I mentioned last meeting, in addition to the normal business of the Academic Plan Committee--for the duration of the year we will use the APC report to update the Senate on the Strategic Planning process.

There have been two open fora for strategic planning. At each, attendees were grouped with a professional facilitator from Creative Studies, and were asked to engage in a process of first divergent and then convergent thinking. The results from these fora will be available on the strategic planning website, and the College Planning Council will work with them at our next meeting.

Moving forward, other fora will be held for subsets of the campus community, among which will be one for the Senate.

Each will be publicized in the Daily Bulletin, and we will strive to keep you informed through Senate channels as well. **Senate Chair McMillan** and I would like to join the Provost in urging **everyone** to participate in as many of the planning fora as possible. Please remind your constituents as well.

As always, if you have particular concerns you are welcome to bring them to **Senator McMillan** or to me.

There will be a second meeting of the College Planning Council on Tuesday, December 15.

I will provide additional updates at future senate meetings.

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Senator Stewart: In terms of strategic planning, what has come up in terms of diversity, particularly diversity of faculty? I have been teaching on the 3rd floor of the classroom building for 25 years, and I am the only black faculty member on the whole floor. What is happening in order to enhance diversity of faculty?

Senator Grinnell: I have no data to give you, personally I can say that many groups have made comments to that very effect; we need to do things to address diversity, and address a whole spectrum of campus groups. My next inclination would be to defer to provost on this question.

Provost Perreault: I don't think a single group did not identify diversity in all its forms, as part of what we want to do. I would like to challenge the community. If this is something that the community values, and we want to achieve then we need to come up with a specific goal, and put it into the SP* and plan to reach this goal. But what we need, is you to come to the sessions. We do have a SUNY Diversity Scholars Program, and have submitted requests this semester and have requests ready to go in for next semester to help diversify our faculty. This is something we take seriously and we do need to approve. Please come to the sessions and help us to get there.

President Conway-Turner: I would like to add that. I have had conversations with our Chief Diversity Equity Officer (*Dr. Karen Clinton-Jones*) about various programs that exist in New York and other areas. And how we might develop some of those programs to recruit and retain faculty and staff of under-represented groups. This is very much on the docket for discussion. But I would hope that in the strategic planning process that we wouldn't just validate the reality; our numbers of 14% faculty of color. (*Off 'mike'...Dr. Clinton-Jones confirms percentage of 14% African American, to the President*). Our under-represented groups make up 14% of our faculty of color. I hope in our sessions that we don't just talk about the percent of various groups under-represented, but those of us that have been on other campuses or in programs that have creative ideas. We need those creative ideas to help with; 'how do we recruit and diversify a faculty body'? So I am hoping to hear some of those great ideas that have come from various areas/association that have worked hard on this.

Senator Stewart: Again, on the 3rd floor of the classroom building, there are 2 departments, one of which has over 500 majors. And has never had a black faculty member, now that is criminal to me.

Senator Grinnell: Thank you for bringing that to the senate's attention. I will do my best as your senate representative to make a point to raise these issues. But again I would ask that you show up to as many of the fora as possible, so that your own voice may be heard.

Senator Hotchkiss: I wanted to add that I am the faculty advisor to the national society of black engineers, and I think that is a hell of a pity.

Senator Bewlay: I attended one of these fora, and stated my opinion there. But underrepresented ideas may not make it. I just thought that was something to think about being a minority.

Provost Perreault: I think the process we are following is very interesting and powerful. But let us not mistake a sticker and a vote for how we are going to hire faculty. We have to worry about convincing others that this other thing over here is important. The President has signaled this critical piece of what this community is all about. Everyone here understands that, and it will be requested in the SP. We do need everyone to come and give ideas, how to get there. John Hopkins got a \$25 million dollars to diversify their

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faculty. That is unlikely to happen here, but there are other strategies we can do and I have some ideas, and look forward to hearing yours as well.

Senator McMillan: (Responding to an inaudible 'off mike' comment.) Thank you for asking for a report from **Dr. Clinton-Jones**, I will invite her to the Senate.

Instruction and Research (I&R) Committee, Scott Goodman, Chair

Senator Goodman presented for vote: DOPS Policy language change to the *Student Identity Verification Online Learning Activities*. (see Appendix A for motion)

Senator McMillan: This motion is brought by a committee and so a motion to approve and second is implied. Are there any comments or amendments before we vote?

Senator Reid: In the second paragraph, second line "Ensure that the student registering for a course is the student the same student that participates in the course and receives course credit. I see where this policy is very good at securing student privacy. I don't see how it does anything to ensure that the college knows that the student is actually the one taking the exams.

Senator Goodman: I can't really explain beyond that this policy calls for the students to have a process to go through and have online credentials that are issued by the school.

Senator Reid: I understand that, but there isn't anything from stopping a student from giving that information to someone else, in order to take an exam.

Senator Goodman: Yes, that is true. That is one of aspects of an online course.

Senator McMillan: All those in favor? All opposed?
The Senate voted unanimously in favor of; the motion was approved.

Standards for Students (S4S) – Heather Maldonado, Chair

Academic Advising at SUNY Buffalo State-

(followed by a request to take live online survey beginning at 3p.m. today, and running until January 8th 2016)

Definition

Academic Advisement at SUNY Buffalo State is a relationship between students and advisors that prepares students to successfully navigate college processes; understand the parts and purpose of degree requirements; follow a meaningful, experience-rich path from matriculation to choosing majors to timely graduation; evaluate post-graduate career options; and become positive, contributing members of the Buffalo State alumni community.

Mission Statement

Academic advisement serves as inspiration, motivation, and support for all students in their academic and professional goals as they develop as members of the Buffalo State community and transition to being active alumni leaders of a diverse society.

Values Statement

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The values associated with advising at SUNY Buffalo State resonate with the values of the college. Academic Advising exemplifies the profitable learning that can occur outside of the classroom and the fulfillment that is found in intellectual discovery.

Access: We are committed to offering accurate, purposeful advising to help all students develop meaningful academic and career plans that address their goals in a timely manner.

Diversity: We respect the individuality of our students. Advising services are available in a variety of ways that meet the diverse needs of our campus populations and help individuals realize their full potential.

Service to Society: We develop mental habits required for critical thinking and social awareness so that students make informed choices consistent with their academic, career and life goals.

Integrity: We seek to build meaningful academic relationships between advisers and students in a process that demonstrates a commitment to professional ethics and moral integrity, and that thereby affords students the opportunity for self-reflection and authentic inquiry.

Academic Advising Commitments

Academic Advising at Buffalo State reflects the college's strategic position as a transformational learning environment focused on student success. Academic advisors and students at SUNY Buffalo State share responsibility for quality academic advisement. Students must commit to taking responsibility for actively, regularly, and honestly engaging with their academic advisors to develop their personal and professional plans. In turn, SUNY Buffalo State will:

1. Provide students with advisors who care for students' experiences, respect their life choices and plans, and serve as advocates when problems need resolution.
2. Mentor students as they explore and clarify their values, educational path, career plans, and life goals.
3. Offer timely information and accurate guidance about degree requirements, extra-curricular educational activities and research opportunities, policies and procedures to assist students in navigating and maximizing their college experience.
4. Partner with students to maximize academic success, complete graduation requirements in a timely manner, and transition smoothly to future academic or professional work.
5. Conduct ongoing assessment of college-wide academic advising to maximize effectiveness.

UNFINISHED BUSINESS (formerly 'Old Business')

- The 171st Fall UFS report @ SUNY Buffalo State October 22-24th 2015; presented by **UFS Senators; Joe Marren and Scott Goodman** (see **Appendices A for UFS Resolution on Family Leave**)

A summary of each plenary is now published by the University Faculty Senate:

<http://system.suny.edu/media/suny/content-assets/documents/faculty-senate/plenary/buffalostateplenary.pdf>

UFS President's report – *Peter Knuepfer, President University Faculty Senate*

The President's report covered a wide range of topics affecting SUNY and faculty governance:

1. *Performance Improvement Plans (PIP) and SUNY Investment Fund* – SUNY called on the campuses during the summer to produce a PIP based on the SUNY Excel metrics. Completion and approval of the PIP by the end of the calendar year is required by language in the Enacted State Budget. Simultaneously, SUNY sent an RFP to campuses for requests for new funds from the SUNY Investment Fund. The fact that these two initiatives have parallel but slightly different timelines has led to confusion. Although approval of the two campus submissions (a PIP and one or more requests for funds) is independent, any funds that are approved under the Investment Fund process won't be released until SUNY approves a campus' PIP—all to be done by late December. We expect the new budget to tie some funding to the PIPs.

2. *SUNY Diversity and Inclusion Policy*. The Board of Trustees passed a new Diversity and Inclusion Policy at the September meeting. The Policy has a number of key elements that are worthy of further discussion. These include: (1) each campus must appoint a Chief Diversity Officer (2) each campus—and SUNY System—

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must develop a diversity and inclusion plan by Sept. 1, 2016, and (3) SUNY will seek to develop a cross campus mentoring network for faculty.

<http://www.suny.edu/about/leadership/board-of-trustees/meetings/webcastdocs/Reso%20Tab%2005%20-%20Diversity,%20Equity,%20and%20Inclusion%20Policy.pdf>

3. *Applied Learning*. Implementation of the Applied Learning “requirement” is being left up to the campuses. Guidance documents will be finalized shortly and sent to campus Presidents, CAOs, and CGLs. The first part of the campus plan—an inventory of applied learning—is due in January, followed by a full plan in April. A feasibility study and campus decision on whether or not to require applied learning for all students will be undertaken by each campus in the 2016-17 academic year.

4. *Patents and Inventions*. SUNY is proposing significant modifications of the current patents and inventions policy. The proposed policy remains under review. SUNY is anxious to move this forward, and UUP is deciding how to handle its obligation to protect member interests on this matter.

5. *SUNY Social Media Policy*. Earlier in 2015 SUNY developed a task force composed of faculty, student, law enforcement, and government representatives to develop recommendations to support SUNY institutions as they modernize policy and programs in the digital age. Draft recommendations have already been presented to the Board of Trustees and likely will be brought to the Board for adoption in November.

<http://system.suny.edu/media/suny/content-assets/documents/news/SMRTF-Report.pdf>

6. *Maintenance of Effort Legislation*. The Legislature overwhelmingly passed legislation in June that would obligate the State to provide a true maintenance of effort in its funding of SUNY and CUNY. Specifically, the legislation calls upon the State to increase SUNY’s base budget to cover mandated costs such as negotiated salary increases, inflationary increases such as utilities, etc. The legislation has not yet been forwarded to the Governor, who is expected to veto it.

Diversity Conversation—Carlos Medina, Senior Assoc. Vice Chancellor for Diversity, Equity and Inclusion

Carlos Medina made a presentation highlighting progress in the area of diversity and inclusion, problems we still face, and plans going forward in response to the new BOT resolution:

<http://system.suny.edu/media/suny/content-assets/documents/faculty-senate/plenary/Carlos-Medina-University-Faculty-Senate-Plenary-Meeting.pptx>

- BOT resolution: “SUNY aspires to be the most inclusive state university system in the country.”
- Changing demographics demand a greater focus on under-represented populations.
- Data comparing SUNY employee diversity to other state-operated higher ed. systems was presented.

Following his presentation, Dr. Medina asked subgroups of the Senators to address a set of questions focused on how faculty can work to facilitate the retention of students of diverse backgrounds and recruit and retain diverse faculty and staff.

Chancellor’s Office Report – Nancy Zimpher, SUNY Chancellor

The Chancellor presented what she termed a set of “causes” and “effects” regarding SUNY’s initiatives and State funding over the last six years. Some of her main points:

- This is not the year to expect a tuition increase from the legislature (elections).
- SUNY will push to move the power of setting tuition to the Board of Trustees.
- We need “true” maintenance of effort.
- SUNY will ask for additional monies to continue with the Investment and Innovation Fund

The Chancellor will take this message on the road (“Stand with SUNY”):

<http://system.suny.edu/media/suny/content-assets/documents/faculty-senate/plenary/10-23-15---Chancellor-University-Faculty-Senate.pptx>

The Chancellor then answered questions from the sectors, available here in full:

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<http://system.suny.edu/media/suny/content-assets/documents/faculty-senate/plenary/sector-reports/buffalostateSector-QA.pdf>

Some important topics in the Q&A session were:

- The lack of consultation with governance when developing PIP targets. The Chancellor suggested that the process would be better in the future.
- The capital budget. The Chancellor said that SUNY wants to go back to a 5-year planning process, since that process was working very well before it was changed.
- The mandatory student diversity survey in Banner. The concern is that the data is not adequately protected and that the data carries identifying information. The Chancellor said that the survey is a multifaceted way of self-identification and there was debate about whether people want to self-identify.
- The appropriateness of SUNY Excels metrics for Comprehensive Colleges. Chancellor Zimpher responded by putting up the Excel matrix PowerPoint slide and commented that we started with over 200 items, so maybe 17 are too few. She also said the process was intended to have a great deal of adaptability. She suggested that we have the presidents and the senators gather to address what we would prefer to see within the matrix. She indicated that this is the first round of a decade of experiments.
- Competition within and between sectors in the realm of distance education. The Chancellor agreed that we all need to be more collaborative and less competitive. She noted that some of the recent white papers/proposals were very collaborative. Also, with regard to Open SUNY we are in version 1.0. Version 2.0 needs to include revenue sharing between campuses.

The Comprehensive Sector also invited the Chancellor and the Provost to a special meeting with sector senators and others at a time and place convenient for them so that we can talk about how the Sector can support SUNY goals. This would help the system by providing faculty leadership and buy-in on a bigger scale to help SUNY.

Provost's Report – *Alex Cartwright, SUNY Provost and Executive Vice Chancellor*

The Provost gave a presentation on how SUNY can meet the Chancellor's goal of 150,000 completions:

<http://system.suny.edu/media/suny/content-assets/documents/faculty-senate/plenary/Provost---UFS-10-21-15NN.pptx>

Highlights included:

- If we do nothing (we are near 93,000 now), we will be closing campuses in the next decade.
- It will take 10 years (not 5) to reach the goal of 150,000 completions.
- This is not 150,000 "degrees", but rather "completions" (any credentials).
- This goal can be achieved by increasing retention and graduation rates, increasing credentialing (certificates, multiple degrees, accelerated programs), increasing new and transfer enrollment, and growing online enrollments.

Resolutions

1. **Academic Freedom** (passed)

Urges campus governance at each SUNY campus to open a campus-wide discussion on academic freedom--and to review any campus documents that pertain to this issue.

2. **Family and Medical Leave** (passed) Urges SUNY and UUP to address the implementation of FML in a system-wide, equitable, and uniform way.

3. **Policies of the Board of Trustees with respect to Officers of the University Faculty Senate** (passed)

A resolution designed to modify the Vice-President/Secretary Office of the UFS.

4. **Service Learning** (postponed until January)

*UPD=University Police Department *GU=Georgetown University *DT=Direct Threat *ILP=Involuntary Leave Policy *ADA=American's w/ Disabilities- ---Act *SHAC-Student Health Advisory Committee *SP=Strategic Plan *UFS=University Faculty Senate

Final draft of the 12.11.15 Senate Minutes for ESP on 2.4.16., and Senate approval on 2.12.16

A motion to adopt the Undergraduate Academic Programs and Policies Committee's report entitled "Service-Learning in SUNY: Current Status and Strategies for Implementation".

Senator Miller: When you meet with the comprehensives. I was wondering about the number of students represented by comprehensives in the SUNY system.

Senator Marren: I do not have exact numbers for you. But we are the largest sector in SUNY.

Senator Miller: You are representing a lot of students and the development of a lot of professionals. I would hope that out of respect, that is at the forefront when it comes to decision making.

Senator Marren: Well I don't think there is a lack of respect there. I think it is more about a push towards 'systemness'. It is well known that we are the largest sector and represent more students and faculty than anyone. I think there is an attempt to figure out how to entice comprehensive colleges to work with us more than they are now.

Senator Williams: Regarding the governor nor approving the maintenance of effort, it seemed like when we had the report about budget, one of the big problems we have to deal with is how these negotiated increases would be handled. I thought that part of the 5 year tuition increase plan was an agreement of the maintenance of effort. I was wondering what will happen if the legislature approves it, what can be done to overturn the governor's decision.

Senator Goodman: Well I think there is some different interpretation of what maintenance of effort means. It means creating a flat state budget, and not increasing it for anything. So when they give raises to faculty or staff, they do not increase budget. They did address an important issue with TAP funding. I'm not sure if there is anything we can do about the government not signing.

Senator Williams: Can the legislatures go back and take a vote for a 2/3 majority?

Senator Goodman: They won't.

Senator Williams: This seems to be one of our biggest problems in terms of budget. Where is the uproar from students and faculty? I think it's time to start making some noise.

President Conway-Turner: We all agree with you Kevin.

Senator Floss: If you do want to talk to the Governor about this, you still have about a week to send him an email. The legislature is working on a bill for next year already.

- Family Medical Leave Policy passed at the UFS* 171st Plenary, now presented for endorsement to the College Senate (**See Appendix B for motion**)
 - **Senator McMillan** asked for the favor of endorsing the *Family Medical Leave Policy* from the Senate. The Senate approved of endorsing the policy.

Final draft of the 12.11.15 Senate Minutes for ESP on 2.4.16., and Senate approval on 2.12.16

Senator McMillan: During the university faculty senate meeting UFS* passed the family medical leave resolution. So we will be voting to endorse this but it has already been passed.

Senator Floss: I would like to make an amendment to this motion. I would like to take out the part which starts with "In the next round of contract negotiations" in between the two comas.

Senator McMillan: This a motion to endorse, so we cannot amend. However, you can speak to why we would not endorse the motion.

Senator Floss: The reason I would not endorse this is because SUNY and UUP cannot collude in negotiations to work against the state, it is a violation of state policy. They can work together on family leave issues. So we could recommend that they work on family leave policies, just not that they do it for contract negotiations. The other thing I wanted to point out which was quite bothersome, is the title F other leave issues. It was the tradition of SUNY to use title F leaves for maternity leaves until about 6-8 years ago when the state comptroller deemed it to be theft of services. At that point it became an issue and college presidents were advised that they could not use title F leaves the way they had in the past. The reason that this becomes an issue is because the other unions that are involved, have sick days, vacation days and personal days, they are allowed to use those to build up enough days to take family medical leave. The problem becomes unique to the UUP contract, where faculty member do not have any of those days. Two contracts ago, the one that I was chief negotiator on, we came up with the Voluntary Work Reduction Program. I am just requesting that we would change the few words and then pass it on from there.

Senator Goodman: First of all the chief negotiator is a faculty senator. So I say the union did not see any major concerns with this as it is. Again this is just our voices going out and saying that we believe family medical leave is important, and the negotiations should include that.

Senator Marren: The chief negotiator got up there and negotiated on behalf of this.

Senator Floss: As a former chief negotiator, I would have said the same thing, but when I was talking to different legal counsel, this is just a concern. It is not the intent of the resolution, but that set of words just leads to concern.

Senator Goodman: This resolution was first floated last April at the UFS*, it was essentially postponed. So this was not something that came up spontaneously, it has been thought about for several months. A large majority of Faculty Senates around the system have already passed this.

Senator Santa Maria: **Senator Floss** would you point out where Felipe Abraham is coming from? Is he a professional or an academic?

Senator Floss: VP Abraham is a professional from Albany. He was part of my negotiations team. I'm not saying anything against Felipe. I think those few words make the resolution weaker than it could be. Hopefully this won't be an issue if the government puts this into his budget, that way all New York State employees would be covered.

Final draft of the 12.11.15 Senate Minutes for ESP on 2.4.16., and Senate approval on 2.12.16

Senator Santa Maria: My point was not to go against you but to provide some perspective of where Felipe Abraham is coming from, as he is a professional and not an academic.

Senator Knowles: What would be the consequences of failing to endorse this?

Senator Goodman: None. I believe that this is just an attempt to bring this before the campus body, it is an important topic.

Senator McMillan: **Senator Floss** can amend to have a conditional endorsement, if there is a 2nd, we can discuss that amendment and vote on it. And then we can go back to the endorsement and vote on it.

Senator Floss: I think we should just vote on the endorsement.

Senator McMillan: All those in favor? All opposed?
The Senate body voted in favor of endorsing the motion.

Senator Floss: I would like to note for the record that I voted yes.

NEW BUSINESS

Academic Freedom-PowerPoint-presented by Senate Chair McMillan

Senate Discussion on Academic Freedom

The Governance Committee of the University Faculty Senate requests that each institution within its system examine its bylaws, contracts, and handbooks for policies regarding academic freedom and to develop such policies, if they are lacking, or refine and strengthen existing policies.

BUFFALO STATE COLLEGE

DIRECTORY OF POLICY STATEMENTS

Policy Number: I:15:00
Freedom

Date: Revised 2005 Subject: Academic

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.

Source of Information: Policies of the Board of Trustees. www.suny.info/policies

The Senate's Charge:

- 1) Read materials Senator McMillan will send out in January
- 2) Discuss these issues with your constituents
- 3) Record comments, concerns, ideas you collect
- 4) Send them to Senate Chair McMillan
- 5) Watch for this agenda item in the spring semester and bring your feedback and ideas to that discussion

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-Act *SHAC-Student Health Advisory Committee *SP=Strategic Plan *UFS=University Faculty Senate

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Applied Learning-PowerPoint-presented by CDC Director, Stephanie Zuckerman-Aviles

- SUNY will develop a plan for the 2016/17 academic year.
- All departments must provide data by January 25th 2016.
- There was some brief discussion.

Applied Learning at Buffalo State

- Brief history of the Applied Learning Initiative
- Buffalo State Applied Learning Task Group
- Applied Learning Defined
- Criteria for Applied Learning Activities
- Inventory of activities
- Longer term timeline

History

- Chancellor's initiative
- SUNY Applied Learning Steering Committee
- Buffalo State Campus Commitment Statement
- Board of Trustees
- Faculty Senate
- Guidance to Campuses (11/9/15)

Buffalo State Applied Learning Task Group

- Membership:
 - Stephanie Zuckerman-Aviles, SUNY Provost's Applied Learning Advisory Council Buffalo State Representative
 - Amy McMillan, College Senate Chair
 - Pixita Del Prado Hill, Elementary Education and PDS Coordinator
 - Ann Emo, Theater
 - Laura Hill Rao, Volunteer and Service-Learning Center
 - Susan McMillen, Math and PDS Coordinator
 - Jill Norvilitis, Psychology
 - Jill Singer, Undergraduate Research
 - Gary Solar, Earth Sciences and Science Education
 - Robert Summers, International and Exchange Programs
 - Lori Till, Hospitality

Applied Learning – SUNY Definition

Applied learning refers to an educational approach whereby students learn by engaging in direct application of skills, theories and models. Students apply knowledge and skills gained from traditional classroom learning to hands-on and/or real-world settings, creative projects or independent or directed research, and in turn apply what is gained from the applied experience to academic learning. The applied learning activity can occur outside of the traditional classroom experience and/or be embedded as part of a course of study or program.

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First Task – Define Applied Learning at Buffalo State

- Internship
- Clinical Placement
- Practicum
- Service-Learning
- Community Service
- Civic Engagement
- Creative Works
- Graduate Research
- Undergraduate Research
- Entrepreneurship
- Field Study
- International and Domestic Travel/ Exchange & Study Away
- * Clinically Rich Practice

Criteria for Approved Applied Learning

(must have these features)

- The Activity is Structured, Intentional and Authentic
- The Activity Requires Preparation, Orientation, and Training
- The Activity Must Include Monitoring and Continuous Improvement
- The Activity Requires Structured Reflection and Acknowledgement
- The Activity Must be Assessed and Evaluated

Second Task – Due February 15, 2016

- Inventory of courses and activities in all departments and units that meet these criteria
- Additionally we will collect data on courses and activities that DO NOT meet all these criteria
- Timeline – inventory survey to Dean's next week (before December 18 if possible)
- Response needed by Chairs and unit leaders by January 25, 2016
- Task force compile and provide to Provost by February 8, 2016

SUNY Timeline

- Part I: Overview of Applied/Experiential Activities – Feb. 15, 2016
- Part II: Data Collection and Reporting – April 15, 2016
- Part III: Faculty Engagement – April 15, 2016
- Part IV: Student Engagement – April 15, 2016
- Part V: Feasibility Study – May 1, 2017
- Part VI: Collaboration Plan – May 1, 2017
- Part VII: Graduation Requirement? – May 1, 2017

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Senator McMillan: Those of you who are chairs of your departments, you will be getting this over break. You must get it back to us by January 25th. We cannot go forward without an answer from every single chair.

Stephanie Zuckerman-Aviles: One of the things we have talked about, is that if some of your courses don't meet all the requirements; this is an opportunity to figure out what you need in order to make it an applied learning activity.

Senator Knowles: I teach a service learning course. However we do not include assessment. Would I need to include assessment from your office, or could I include my own assessment?

Senator McMillan: You may include your own, as long as it meets the criteria.

Senator Knowles: Is the goal that as many of us as possible want to be included. Would it be advantageous to us?

Senator McMillan: There is no advantage or disadvantage, we just need to know. Then once we know, we begin the next step. We can then start asking the question, how many of these just need to be modified slightly in order to be included? We will have the conversation in Senate. This is driven entirely by our body. For us right now, we just want real numbers. By this time next year, we will come to you with what we have found. We will present the numbers to you, along with feasible recommendations.

Stephanie Zuckerman Aviles: This also goes hand in hand with us having programs that are not credit bearing, such as alternative spring break. We will have a list of programs, and the heads of programs will be receiving the survey as well. One of the schools went totally course credit bearing, which is something we will have to talk about.

Senator McMillan: I will be sending you the materials we have. We will also create a special tab on the senate website for applied learning.

CONSTITUENT QUESTIONS (CQ's)

The president answered several questions previously submitted.

- **CQ:** Why the COMPASS Admissions Program appears to be listed under University College in the Enrollment Report?
A: There was a spacing issue in the original report that made it appear that COMPASS reported to University College. The report has been corrected online to show the correct placement of the program.
- **CQ:** Why the Honors Program was reported with University College?
A: The program currently resides in University College so that is a logical and correct place for reporting.
- **CQ:** If there was data regarding students affected by the 35 mile rule for housing, specifically are those students who cannot live on campus still coming to Buffalo State or choosing to go to other schools?
A: I eliminated the 35 mile radius rule when I arrived at Buffalo State so there is no need to collect data.

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Senator McMillan then called for a motion to adjourn. It was moved.

Adjournment: 3:40 pm

APPENDICES

Appendix A

Student Identity Verification of Online Learning Activities Motion passed-submitted by Instruction & Research Committee-Scott Goodman, Committee Chair

BUFFALO STATE COLLEGE

DIRECTORY OF POLICY STATEMENTS

Policy Number: IV:07:02 Date: November 2015
Subject: Student Identity Verification of Online Learning Activities

This policy applies to all credit-bearing courses including distance education courses or programs offered via the campus supported learning management system (LMS).

The Higher Education Opportunity Act (HEOA) requires that institutions offering distance education courses or programs have processes in place to ensure that the student registering for a course is the same student who participates in the course or receives course credit. The HEOA requires institutions to verify the identity of a student who participates in class or coursework by using methods such as:

- A secure login and pass code;
- Proctored examinations; and
- New or other technologies and practices effective in verifying student identity.

Compliance

Students are required to log into the learning management system using campus assigned credentials, issued at the time the student first acknowledges admission to 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

The student username and password is the network authentication security measure. All students are provided a network username and password for secure access to information systems including the LMS for distance education. Students activate their network username and password through the identity management process embedded within the SIS. Upon the first login students must create their own unique password. The new password must be at least 6 and no more than 14 characters long, and is case sensitive. Security suggestions include:

- Use a combination of upper/lower case letters, numbers and special characters
- Avoid using dictionary words - these are easily cracked
- Avoid using names of people you know, or names of pets
- Avoid using your phone number or street address
- Avoid using your Social Security number

Password resets are accomplished through the identity management process embedded within the SIS that requires its own unique password.

Comment [1]: Previously "Student Identity Verification in Distance Learning Education"

Comment [2]: New language: "all credit-bearing courses ..." Login information moved to "Compliance" section (see below)

Comment [3]: New language

Comment [4]: Language moved from 1st paragraph with a few small changes.

Comment [5]: New language and added information about password security measures

Protection of Student Privacy

All processes related to the verification of student identity are protected automated internal processes to defend against intrusion. These processes adhere to the information security guidelines established by SUNY, the State of New York, FERPA regulations, and regularly audited.

Charges Associated with Identity Verification

There are no additional fees 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.

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 is considered a violation of the Academic Misconduct Policy.

Comment [6]: removed "for online courses" Updated language

Comment [7]: New paragraph

*Computing and Technology Services
Fall 2012*

*Revision - Online Advisory Committee
Spring 2015- April 29, 2015*

*Revisions - Committee for Online Strategic Enrollment Planning (COSEP)
Fall 2015 - September 24th, 2015*

Final draft of the 12.11.15 Senate Minutes for ESP on 2.4.16., and Senate approval on 2.12.16

Appendix-B

Family Medical Leave Policy-motion passed at the 171st Fall UFS Plenary @SUNY Buffalo State Endorsement approved @ the December 11, 2015 Buffalo State College Senate as part of the UFS Report

Whereas academic-year faculty have no leave time accruals beyond sick leave and may therefore not have sufficient paid leave to use for FML; and

Whereas at least nine faculty senate bodies in the SUNY system endorsed a resolution supporting FML in April or May of 2013; and,

Whereas, the adoption of clear and open policies for FML for faculty and professionals at SUNY could provide a model for how FMLA could be implemented to benefit other state employees; therefore

Be it resolved that the College Senate of SUNY Buffalo State requests that SUNY System Administration, in the next round of contract negotiations, work with union representatives to address the implementation of FML in a system-wide and uniform way and to advocate for paid FML that promotes retention of valuable employees and increases employee morale while addressing issues of equity. Specific items might include, but are not limited to

- (a) changing the language in the current NYS-UUP Contract⁴/SUNY Board of Trustees Policies to eliminate the requirements for extensions of the timeline for continuing appointment and adopt a "stop the tenure clock" policy for FML that does not compromise our employees professionally by requiring them to step out of rank or financially by forcing them to accept reduced pay or part-time assignments; and
- (b) amending the BOT Policies on "Title F Other Leaves" to remove language that presents childcare leaves as unpaid leaves, in keeping with the intent of FML.

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