

•COLLEGE SENATE MEETING•

Minutes

MAY 8, 2015 • BUTLER 210 • 2:00 P.M.

<u>PRESENT</u>			<u>EXCUSED</u>	
Adamo	Jones	Sands O'Connor	Boyce	
Bajus	Knowles	Sarratori	Ben-Merre (sabb)	
Bayer	Lanning	Shandomo	Creech	
Boorady	LeVine	Shephard	Furby	
Carson	Lysiak	Sherman	Gradwell	
Chicola	Maldonado	Stewart	Grinnell (sabb)	
Christy	Marcus-White	Sutherland	Loehr	
Conway-Turner	Marren	Vince Garland	McCarthy (sabb)	
D'Angelo	Mayrose	Wall	Ninacs	
DeWind	McGovern	White	Warford (sabb)	
Fasla	McMillan	K.Williams		
Frezza	Mernitz	T.Williams		
Gellin	Miller			
Goodman	Paterson		<table border="1"><tr><td><u>ABSENT</u></td></tr></table>	<u>ABSENT</u>
<u>ABSENT</u>				
Hotchkiss	Payne		Declet	
Hunt	Ponton		Fujiuchi	
	Potts		Grant	
			Hines	
			Irion	
			Richards	
			Rodriguez	
			Smith	

•COLLEGE SENATE MEETING•

Official Minutes

May 8, 2015

CALL TO ORDER: *Senator Carson* called the meeting to order at 2:02 p.m.

ADOPTION OF THE AGENDA: *Senator Carson* presented the agenda, he noted one amendment needed; that Standards for Students would present their report first under Committee Reports. There was no discussion. Senator Carson then asked for a motion to approve the amended agenda. *Senator Lysiak* moved and *Senator Sherman* seconded. The Senate agenda was approved.

ADOPTION OF THE MINUTES: *Senator Carson* asked for a motion to approve the minutes of April 10th 2015. *Senator Lysiak* moved and *Senator Boorady* seconded. The minutes of April 10, 2015 were approved.

Remarks of the President

Vice President LeVine's Report to the College Senate: Status of Capital Projects May 8, 2015

Status of Capital Budget

- Enacted budget for 2015-16 includes \$462.4 million in capital funds for SUNY
 - \$262.4 million for special projects at university centers and community colleges
 - \$200 million for critical maintenance
- Of the \$200 million for critical maintenance, Buffalo State receives \$7.3 million – a significant decrease from recent years
- Reduction in anticipated capital funding for the next five years
- Requires a change in focus from major building rehabilitations to smaller, phased projects focusing on infrastructure and systems maintenance
- Projects for facility program improvements will be limited; must align with academic and strategic plans

Projects Under Way during Summer 2015

Caudell Hall Renovation

Consultant: BHNT Architects

Contractor: Northland Associates

Project cost: \$21.2 million

Construction start: Summer 2014

Construction finish: Summer 2016

- Full rehab for departments in School of the Professions
- New entrance directly at plaza level.
- State-of-the-art food laboratories including one with a demonstration area opening into main lobby; main corridor will be moved to outside wall.
- Exterior re-clad with aluminum and terra cotta panels.
- Caudell Annex removed
- LEED Silver certification expected.

Science and Mathematics Complex, Phase 2

Architect: Cannon Design

Construction cost: \$30.9 million

Construction start: Fall 2013

Construction finish: Fall 2015

- During phase 2, north wing of the existing Science Building is being renovated to house classrooms, offices for departments in the sciences.
- Phase 3 will create planetarium, greenhouse, labs, classrooms, lecture halls at a cost of approximately \$32.5 million.

Bulger Communication Center- Lecture Hall Improvements

Consultant: Kideney Architects

Contractor: LeChase Construction

Project cost: \$1.38 million

Construction start: Winter 2014/15

Construction finish: Summer 2015

- This project is replacing lecture room furniture and adding power to table tops in most rooms.
- Addition of sound attenuation.
- New carpeting and paint.

Tower 1 Renovation

Consultants: BC Engineering/ Kideney Architects

Project cost: \$11.8 million

Construction start: Summer 2014

Construction finish: Summer 2015

- This project is rehabilitating Scajaquada Tower 1 with major updates to public spaces and student suites.
- Tower 1 is the second of the tower dormitories to be updated. Renovations to Tower 4 were completed in 2013.

Press Box

Contractor: RB Mac

Project cost: \$1.9 million

Construction start: Late summer 2014

Construction finish: Spring 2015

- New 1,750 square-foot press box accommodates coaches, guests, media.
- Replaces 30-year-old weathered structure.
- Located above the spectator seating on Coyer Field's east side.
- Adds to the value of Buffalo State's athletic facilities.

(Vice President LeVine's report continued-)

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Housing Master Plan

Consultant: Trudeau Architects

Cost: \$150,000

Planning start: Summer 2014

Planning finish: Spring 2015

- With demand for student housing on the rise, study will help the campus plan strategically to meet housing needs.
- Study will provide guidance about the optimal quantity of housing, proper mix of residence hall styles.
- Many residence halls that have not received significant renovations in decades.
- Complements and expands upon Facilities. Master Plan completed in 2010

Projects under Review

- Bishop Hall/South Wing
 - Move occupants into renovated space in Buckham Hall in order to return buildings to original use as residence halls.
 - Traditional (corridor) style residence in Bishop Hall would net about 200 additional beds.
 - Suite style residence in South Wing would net about 144 additional beds.
- Upton Hall
 - \$48 million Phase 1 project not feasible in current budget environment.
 - Evaluating smaller phases and re-scoping to address critical needs.
 - Candidate for lobbying efforts.
- Power Plant
 - \$39 million project to replace central heating plant, which is beyond its useful life.
 - Exploring potential funding alternatives.
- Alumni House and Visitor Center
 - Project funded outside capital budget – donations, state grant, operating reserves.
 - Ongoing negotiations for purchase of required land; then design can begin.

Use this link to see full report: <http://facilities.buffalostate.edu/ttp://facilities.buffalostate.edu/>

Senator Sands O'Connor: Have they decided what is going to happen with Bishop Hall going back to dorms?

Vice President LeVine: This is a three year project, and currently we must make sure we can fund it within the capital budget.

Senator Lysiak: Have you looked at solar energy?

Vice President LeVine: Yes we have looked at options; and alternative energy sources to use.

Senator Sherman: Has the SAMC water issue been solved?

Vice President LeVine: Yes with regular flushing through the system. All of the water restrictions are off.

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President Conway-Turner:

1. Welcome everyone and invite to the May 16 commencement activities
2. Congrats to Dennis and invite everyone to his retirement party on May 13 at 2pm in the Social Hall
3. Strong year ending:
 - a. Strong faculty and student research
 - b. New curricular offerings
 - c. Exciting MOOC
 - d. Outstanding athletic season
 - e. Increased participation in and development of service learning courses
 - f. Strong performance of our students inside and outside of the classroom
4. Will hold an open forum in the fall to share accomplishments of this year and discuss directions moving forward
5. Update on College wide committees requested by the Senate: During the fall semester I will ask committee chairs to provide a report to the senate of their activities. Today I will highlight the general work of strategic enrollment planning, retention, and the community policing committee.

:

 - a. Strategic Enrollment Planning Committee met 3 times this semester. They have reviewed trend enrollment data, census data, reports from various sources including Eduventures, and made recommendations for target enrollment for the fall. Their goals have been made within the overarching context of maintaining our enrollment at 10,600. The enrollment team will continue to execute these plans over the summer.
 - b. Community Policing Advisory Committee has met twice this semester and will meet again on May 20.
 - Reviewed the Margolis Healy report
 - Discussed how UPD has responded to recommendations
 - Updated status on all recommendations and placed the status update are on the web (Finance and Management website)
 - Discussed and reviewed how cases move from police apprehension to judicial outcome
 - Discussed student attitudes toward UPD and impact of broader societal attitudes
 - Discussed how to create partnerships between UPD and the campus community
 - c. The Retention committee has met twice this semester
 - Developed 4 subcommittees to attack its work (best practices; Data Benchmarks; immediate Impact, and Current Efforts)

Best Practices Team Update

As a starting point, the Best Practices Team will review the top ten best practices noted in the 2011 Student Retention Practices at Four-Year and Two-Year Institutions report by Noel-Levitz. Those best practices are (in order):

1. Honors programs for academically advanced students
2. Academic support program or services
3. Programs designed specifically for first-year students
4. Programs designed specifically for conditionally admitted students
5. Programs designed specifically for at-risk students
6. Using a CRM (customer relationship management system) software application to help track and manage student retention
7. Giving students practical work experiences in their intended major to apply their learning*
8. Mandatory advising, one-on-one and face-to-face, between faculty and students
9. Federal Funding to enhance college program

10. Learning communities

Data Benchmarks Team Update

Preliminary Findings:

First-year retention, 4-year and 6-year graduation rates are somewhat below U.S. averages, although graduation rates improved markedly between 1999 and 2003. Retention from second to third year averages 81%, and needs more attention. **Projection of retention rates for Fall 2014 entering cohort from historical data predicts no significant decline in retention.** There are some assumptions about support services being equal for the larger 2014 cohort as it was for the smaller preceding cohorts that may not be valid, however. Even if the projection proves correct, there will still be an increased absolute number of students not retained, making the work of this committee even more important.

Next steps:

- Continue compiling and analyzing local data
- Analyze Mapworks historical data
- Arrange for data analysis internship project for applied mathematics student

Immediate Impact Team Update

This team has investigated registration holds due to student financial issues. These include Bursar holds; parking holds; library, residence life, and transcript holds; and orientation holds. All of these prevent students from registering, even when the amounts owed are quite modest. The committee has made recommendations on increasing the minimum amounts for which holds are imposed, or for eliminating holds for certain of these. The CUR reviewed this document at its May 1 meeting and will use it in its recommendation to the President.

Current Efforts Team Update

This team is gathering information from academic and other departments about programs these departments have or participate in to increase retention. Results of the survey will be used to catalog our current efforts, begin to assess effectiveness, and to consider any needed changes in our current program or delivery moving forward.

The Communication and Marketing committee also has been meeting this semester. Although you didn't ask for an update, I would be remiss not to share that they are hard at work looking at ways to refine and leverage out Buffalo State message to our many constituents.

Senator Stewart: In your report you alluded to innovation of a fall open forum. What do you have to look forward to under your leadership? I know you are bringing a bevy of experiences and what you believe will help with instruction/faculty improvements.

President Conway-Turner: It has been a busy year. You have to know your system before you can take action. I do believe our mission on retention is a major issue and continue the dialogue on that. I want to innovate some changes there as that dialogue continues. We need to better communicate the really good works we do at Buffalo State, and get the word out. We have to do the pre-work, before we can do the work; i.e. concerns with student housing that will take at least 3 years). I don't have any specific things in mind at present that I will say what I am going to do. I am looking forward to working with the college community,

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faculty, staff and various committees, etc. Once we have a full team on board, (new provost coming in) then we can move forward. We have gotten a lot done, and there is more to do.

Senator Sherman: In terms of collecting data with help with retention; MapWorks has been useful. We don't have anything beyond MapWorks to have valid data. Part of retention and having valid data is going to be more than gathering data as a freshman. Are we looking at that?

President Conway-Turner: The Retention Committee (RC) is looking at a wide variety of things. One of them is looking at the kind of information we need to make a decision. It is a bit early to ask them to give recommendation because they are still doing the work. Definitely they are charged to look holistically not at just first or second year retention, but persistence throughout the four or five years because we know isn't just about the students staying the first or second year but we want them to persist to have a good four year graduation rate. I can assure you that the RC is looking on that, and they know it is a priority for me. It is very detailed work they are doing trying to assess, on how to move forward. The RC looking at this. We don't want to jump and put in new mechanisms when we are not sure the best one for us. They are doing the heavy lifting for the college. Persistence is important not just first or second year.

Senator Sherman: They are gathering a lot of data; will this data be available to departments? Looking at ways to parcel it out to departments, so that we can get improvements locally at the departments based on what we find out.

President Conway-Turner: responds. Ultimately whatever kinds of implementations really have to be implemented on a school/dept. level. That is way the work is done. This is so far ahead of where they are. There is a good recommendation that we will be working at the school/dept. level to implement anything academically.

COMPASS Report- Vice President Payne

The compass program was created in 2011 to add additional students who were deemed to be a good fit for Buffalo State. These students were identified by having high GPA scores but SAT scores lower than that of our average general admit population. In 2012, 100 compass students were added with an average GPA of 83.2 compared to an overall mean of 85.5. The average SAT scores of these 100 students was 853 compared with an overall mean of 968. These students were assigned a mentor and enrolled in UNC100. In 2013-2014 208 new compass students were enrolled. In order to coordinate the assignments of mentors, faculty, and staff, a grad student was hired to coordinate assigning mentors and to create a cohort of peer leaders who would provide additional support. This program has functioned like many other mentor programs here at Buffalo State. This is a volunteer program, which means we are not requiring anything of the students. They are general admit students. We found that 33% of the compass students in the fall were not participating in any of the activities. These non-participates were retained at a rate of 82%. 67% of the students did participate in the activities and they were retained at 94%. The idea that Student Affairs should be involved in such programs is not new. Particularly in helping those who may be new to the enterprise of higher education. Changes in the student population started with the GI bill in the 1940s and continued with the higher education act of 1965. Along with those changes there have been the creation of programs which extend beyond faculty and staff can provide in a traditional sense. Our approach to the compass program is an example of how Buffalo State has embraced the significance of partnership between Student Affairs and Academic Affairs to

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make certain that learning occurs both inside and outside of the classroom. So we are very proud of our partnership with academic affairs, volunteer services, and our counseling and development center. I would say that we in Student Affairs are working to further the opportunities for all students at Buffalo State; in partnership with the faculty and are very pleased to be a part of that partnership.

Senator Stewart: Is it possible that Student Affairs has cut off resources that could go to Academic Affairs?

Vice President Payne: The Compass Program provides services through faculty that already exists. And pulling in graduate student mentors is something we have done with other programs. As the complexity of the student experience changes, Student Affairs is asked to respond.

Senator Stewart: My concern is; if there is a lot of money going into Student Affairs then some other areas might lose out.

Vice President Payne: You may recall, a few years ago I was asked to make a \$250,000 cut to the Student Affairs budget. We were able to do that without losing any staff; by taking money from our fee based account. Just last year this body asked that we take that money and return it to the fee based services. So we have been dealing with cuts more severe than the cuts suffered at large to the campus.

Senator Maldonado: I was wondering how the fall 2012 Compass admits are doing, they would be juniors now. What does the data look like for them?

Vice President Payne: I have that data but not in front of me, but that data is available and I will get it to you.

Provost's Report- ONLINE ADVISORY COMMITTEE: END OF YEAR SUMMARY 2014-2015 (provided by Senator Amy McMillan)

Provost Ponton: The Buffalo State Online Advisory Committee met five times over the 2014-15 school year. Reporting to the Provost and the Chief Information Officer, the charge to the committee is:

- To guide Buffalo State efforts in online education.
- To serve as an advisory entity for all facets of online learning (policies, practices, protocols).
- To integrate Buffalo State planning with SUNY initiatives in online education.

Current members include: Judith Basinski, ISAS AVP CTS; Marc Bayer, ISAS Interim Library Director; Susan Birden, SOE Adult Education; Ted Byrley, NSS Economics and Finance; Janice Carello, UC Writing Program; Nancy Chicola, SOE Elementary Education and Reading; Benjamin Christy, A&H Dean; John Earshen, SOP Engineering Technology; Ken Fujiuchi, ISAS Faculty Librarian; Victoria Furby, A&H Music; Bradley Fuster, Interim CIO; Maryruth Glogowski, AVP ISAS; Jason Grinnell, College Senate Academic Planning Committee and A&H Philosophy; Melaine Kenyon, ISAS Instructional Resources; Heather Maldonado, UC Academic Standards; Amy McMillan, College Senate Faculty and Staff Welfare and NSS Biology; Melissa Miszkiewicz, Computing and Technology Services; Wendy Paterson, SOE Dean; Meghan Pereira, ISAS Instructional Resources; Scott Phillips, SOP Criminal Justice; Dennis Ponton, Provost; Kevin Railey, Graduate School Dean; Margaret Shaw-Burnett, AVP Continuing Professional Studies; Mark Warford, A&H Modern and Classical Languages.

Progress in 2014-2015

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1. Reviewed and recommended DOPS to reflect online instruction. Policies acted on this year: Academic Freedom, Academic Misconduct, Advisement, Course Procedures and Grading, Distance Learning, Student Identity Verification.
2. Supported Open SUNY + Campus Team in implementation of signature elements (personalized student services, comprehensive faculty support, robust technology, institutional commitment to quality assurance, assessment of program effectiveness, commitment to growth supported by a robust financial model).
3. Discussed strategies to fulfill the Strategic Plan goals of increasing “the number of distinct hybrid and online courses by 20%” (SD1) and establishing “10 or more fully online degree or certificate programs to attract new student clientele.” (SD6)
4. Participated in SUNY Institutional Readiness process – Spring 2015.

Goals for 2015-2016

1. Continue to update DOPS policies to reflect online instruction and current practices.
2. Continue to support development of signature elements of Open SUNY +.
3. Continue to participate in SUNY Institutional Readiness process.
4. Determine and implement strategies to increase online and hybrid courses and online degree and certificate programs.
5. Initiate and support discussions about online teaching.
6. Support efforts to market Buffalo State online programs.

Senator Hunt: Can you clarify the difference between a minor and a certificate?

Provost Ponton: Minors are typically 18-21 credits, a certificate can be a two course experience. Certificates also do not need to be attached to any program.

Senator White: Something that’s been discussed is that certificate programs might be available to non-student community members.

Provost Ponton: Yes, I think that would be terrific for allowing our faculty to do what they do best and for generating revenue.

Senator White: Would that revenue go back to the departments in which those certificates are housed?

Provost Ponton: This will not be treated as tuition revenue, we have worked out arrangements where the department will benefit.

Senator Stewart: If you were asked to leave your successor with a list of challenges, what would that entail?

Provost Ponton: Well there has certainly been a decline in resources over the years. The nature of higher education has changed. We have an increased need to support our students and to manage our technology. There is also a higher need for fundraising. So there is a lot more focus on things other than just the classroom experience. I would say to the next provost; follow up on what we have been talking about here today. The provost has to remind members of the campus that academic affairs and faculty is central to the

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campus. However, faculty can only be successful if the students are successful. So there needs to be a balanced approach.

Dr. Ponton took a moment to recognize **Dr. David Carson**, Chair of the College Senate and his outstanding service as Chair.

CHAIRS REMARKS

It's hard to believe that we have reached the end of the 2014-2015 academic year, but we have.

Students:

So, this is when we recognize the Senators who have reached something of a milestone with us. The certificates to our **student** senators states the following: (Read what is written on the certificate.)

Please come forward as I call your name so that you can be recognized. Please hold your applause until all have come forward.

Student Service-One Year

- Stacy Creech-(Grad Student)
- Yasmin Delet
- Terron Grant-(Senate Agenda Committee rep)
- Jalia Hines
- Nicholas Irion
- Ashley Lanning-(Grad Student)
- Tahnee Marcus-White
- Diaisha Richards
- Jennifer Rodriguez
- Serenity Smith
- Ashleigh Sutherland-(USG President)
- Trevon Williams

We hope that your years ahead are long, healthy, and filled with adventure. I also hope that you have learned that you should never stop learning and never stop serving. Thank you for your service to the Buffalo State College Senate.

Three years of Service

The certificate of appreciation to Senators who have served three years:

- Lynn Boorady (SOP)

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- Emily Boyce (SAH)
- Nancy Chicola (SOE)
- Jill Gradwell (SNSS)
- Jennifer Hunt (SNSS)
- David Lysiak (Support Staff)
- Heather Maldonado (Pro Staff)
- Kevin Miller (SOE)
- Mark Warford (At-Large)

Thank you for caring enough about our college and for serving it as you have for the past three years. Friday afternoons seem like the worst possible time to ask people to sit, think, deliberate, and come to a consensus. But you have, and Buffalo State is a better place because of it.

Five Year

- Ted Schmidt (At-Large)

The following Senators have served for six years:

Six Years-2 terms*

- Jill D'Angelo (SOP)
- Cynthia Fasla (Pro Staff)
- Bill White (Senate V. Chair) (SOE)

These Senators have served for as long as they can*, because, unlike our Senate in Washington, we have term limits. Six years is a long time, and you can learn a lot about an institution in six years. So I would say to you, even though your time in this body is up for now, don't think for a moment that your obligations of service are over. Ex-Senators have institutional memory and experience, and that comes with an obligation to continue to help lead this campus into what we know it can be. Thank you for all that you have done for Buffalo State through your service here.

Presidential Liaisons, Ben Christy and Wendy Paterson

You have been able to represent to the Senate the interests of the whole campus community, and we thank you for your service to Buffalo State and to the College Senate.

Senate Parliamentarian, Slade Gellin

Slade, it is one thing to have read *Robert's Rules of Order*, it is something altogether different to KNOW *Robert's Rules*. You do. Thank you for your knowledge and experience and for being there when I need to lean over and say, "What the hell do I do now?"

Before we recognize the Senate Chairs, there are a few other people I want to thank personally.

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Senator Carson: Vince, Once again, I would have been completely lost this year if not for your guidance through all the details. Your knowledge of what has to be done and when it has to be done was invaluable to me. And your dedication to the Senate is absolutely incredible. Thank you so much for the many ways you helped me, and this entire body.

To Kevin Macdowall, our work study student

Senator Carson: You have been a real asset to the College Senate. We appreciate your computer expertise and your many other skills, and your willingness to work weird hours behind the scenes to enable the Senate to do ITS work. I am so happy that you will be back in the fall. I know that Vince is too. Thank you.

To President Conway-Turner

Senator Carson: Thank you for the leadership and the vision that you have brought to SUNY Buffalo State, and thank you for meeting so regularly with the Agenda Committee and taking so seriously the concerns of the College Senate. We look forward to the task ahead of working together to making Buffalo State the best that it can be. Thank you.

To Vice President LeVine

Senator Carson: Thank you for your readiness to answer any and all questions handed your way. We all appreciate your candor, your openness and your commitment to transparency. I also appreciate your sense of humor. Thank you for all that you have done for the College and the College Senate.

To Vice President Payne

Senator Carson: Between us, **Vice President Payne** and I have been at Buffalo State for a long time, but, until this year, we had never had the opportunity to work on anything together. Well, **Provost Ponton's** decision to retire changed that, and as a result, **Hal** and I got to spend quite a bit of quality time together. And I want to say--and I want the Senate to know--that it was a pleasure serving on the Provost Search Committee with **Vice President Payne**. I think things went well, and that we had a good outcome. I also want to say that if you ever want to go back to Oliver's on the Buffalo State credit card--I'm in.

Senate Committee Chair certificates/gifts

Working with this group has been one of the true highlights of my academic career. I have never been around a group of more thoughtful, concerned, and considerate people in my life. Some of the best conversations I have ever been a part of have taken place between 2:00 and 4:00 on a Wednesday afternoon before a Senate meeting. This is a great group.

Committee Chairs (GIFTS and certificates)

- Jason Grinnell-Academic Plan Committee
- Joe Marren-Interim Chair for spring 2015 (APC)
- Ted Schmidt-BSAC-Budget Staff and Allocations Committee
- Scott Goodman-Interim Chair for spring 2015 (BSAC)
- Amitra Wall-By Laws & Elections Committee

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- Karen Sands O'Connor-College Senate Curriculum Committee
- Amy McMillan-Faculty and Staff Welfare Committee
- Kevin Williams-Instruction and Research Committee (I&R)
- Heather Maldonado-Standards for Students Committee
- Ashley Lanning (Chair)-Student Welfare Committee
- Jill D'Angelo (faculty V. Chair)-Student Welfare Committee

I want everyone to know the high regard and the genuine respect that I have for these Senate Chairs. They do an incredible amount of work, and they generally do it behind the scenes, so they get little reward for it. They are some of the most dedicated, focused, and committed individuals I have ever known. The thing that drives them is their love of Buffalo State and their desire to see it be the very best that it can be. Theirs is the purest motivation for service that I have seen, and I want them to know how much they have meant to Buffalo State, and to me.

University Faculty Senators:

Scott Goodman and **Joe Marren** have once again done an exemplary job in representing us in the University Faculty Senate, and in representing the University Faculty Senate to us. Theirs is a job that is easy to under appreciate, but they travel long hours, sit through endless meetings, and take on impossible issues, but their work is vital to SUNY, and it's vital to Buffalo State, and we greatly appreciate all that you do.

And last, I want to return to Provost and Vice President for Academic Affairs, **Dennis Ponton**.

If Buffalo State had a Mount Rushmore, **Dennis Ponton** would be on it. Few people in the history of Buffalo State can match the lifetime of service and dedication that Dennis has given to this college. For 38 years, Dennis has responded to the needs of the institution, holding a myriad of positions.

He received his Ph.D. in Agricultural Biochemistry from West Virginia University in 1972, and then made his way to Buffalo in 1977, becoming the Chair of the Nutrition and Food Science Department. He went on to become Interim Dean of the Faculty of Applied Science and Education, then Associate Vice President, Budget and Planning in Academic Affairs, then Interim Provost, then back to Budget and Planning, and then, in 2003, Provost. He has held that position since 2003, except for one year when he served as Interim President.

Dennis was the rock of stability during several recent years of transition and change. When Buffalo State was faced with the possibility of going adrift, Dennis held us steady, demonstrating leadership through a calm countenance and quiet confidence. As everything seemed marked only by change and uncertainty, Dennis was a polar star, keeping us on course and moving us forward.

And he did it while never compromising a lifetime of integrity and honesty. In fact, when the Provost Search Committee began asking the Buffalo State community what it wanted in a new Provost, one thing was made clear--the new Provost had to have the same qualities of honesty and integrity that Dennis had demonstrated for so long.

He has been a champion for shared governance, and has taught us all lessons in collegiality and collaboration. He has been a true friend of the Buffalo State College Senate.

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To Provost Dennis Ponton

Senator Carson: Dennis, it is difficult to imagine Buffalo State without you, but before you go, we have a video presentation we'd like to show.

(Video of Dennis Ponton: "The Ponton Project": <https://youtu.be/XVf70Pi2hBk>

And finally, **Dennis**, as a token of our appreciation for your many years of service to Buffalo State, and to the Buffalo State College Senate, we would like to present this gift.

Please join me in saying, **Provost Ponton**, thank you for everything you have done for Buffalo State.

Acknowledgement only NO CERTIFICATES given for Sabbatical Seats

- *Victoria Furby (SAH) sitting for David Ben-Merre (SAH)*
- *Peter Loehr (SOE) sitting for Dianne McCarthy (SOE)*
- *Meg Knowles (SAH) sitting for Jason Grinnell (SAH)*
- *Michele Ninacs (SAH) sitting for Mark Warford (At-Large)*

And finally:

Since this is my farewell address, I want to end with where I started in September of 2013. In my first meeting as chair, I spoke of the role and the mission of College Senate, and this is what I said:

I thought it might be useful today to remind us today of what the rules and by-laws say about the purpose and role of the Senate. They say that the Senate is to serve four functions:

- a) A forum in which representatives of faculty, staff, students, and administration interact.*
- b) The agent of the college community which holds the administration, through the office of the president, accountable for actions taken and decisions made.*
- c) An advocate for that system of governance which has been agreed to by the various constituencies of the College, and*
- d) The organizational structure through which faculty, staff, students, and administration will be involved in issues of concern to the College.*

Inherent in those functions is the fundamental concept that the Senate is here to help lead Buffalo State. We are not to simply be reactive. We are to be pro-active. I think the Senate has performed these functions admirably in the last few years, but our task is to understand the roles that we have been called to serve, to be campus leaders, and to work together to take Buffalo State in the direction we think it should go.

Now, after two years, the role and the mission of the College Senate remains the same. You are campus leaders. You have responsibility and you have opportunity. Make the most of it, and in the process, create the future.

Senator White honors Dr. Carson with speech and gift from Committee Chair and Senate Secretary.

Senator Carson then acknowledge certificate of service to the two Presidential Liaisons

COMMITTEE REPORTS

All Final Reports are posted on the College Senate Website:

<http://collegesenate.buffalostate.edu/college-senate-standing-committees>

Standards for Students- Senator Heather Maldonado, Chair-

- Motion for vote on Freshman Admission DOPS Policy

Senator Carson asked for discussion.

Senator Hotchkiss asked if this was a first entry into DOPS; asked to say more about its origins.

Senator Maldonado responded: This came out of an ad-hoc committee, and is part of a much larger piece.

Senator Carson asked for further discussion/questions, hearing none. All in favor of the motion? The Senate voted unanimously in favor, motion approved. There was one nay.

- **Motion for discussion and vote: (see Appendix A for motion)**

Senator Maldonado presented a motion for discussion and possible vote on 4+1 Program: Undergraduate students enrolling in graduate courses. She explained that this came to the committee in late Fall 2014; and the committee was deep into other work, hence the late presentation to the Senate. This is something new to the institution. If someone calls the question today, it can be voted on instead of waiting for Fall 2015.

Senator Maldonado reviewed the questions that S4S asked **Dean Kevin Railey**:

Questions about 4+1 Programs

(Asked by S4S and answered by Dr. Railey)

1. What is a 4+1 program? a. A 4+1 program is an approved curricular path between an undergraduate degree and a graduate degree. Departments create these curricular paths and then native and transfer students can apply to be part of the 4+1 program if they are interested and if they meet the admissions criteria. Acceptance into a 4+1 program yields conditional acceptance into graduate school. Students in 4+1 programs complete 9 graduate credits as undergraduates during their senior year and then become matriculated graduate students upon conferral of their bachelor degrees.

2. Do 4+1 programs currently exist? a. No

3. Can students opt out of the 4+1 program once they start? a. Yes

4. Who is responsible for the curriculum in these programs? a. The academic departments are responsible for the curriculum:

b. Departments can choose to participate in 4+1 programs (or not).

c. They will create the curriculum paths, including the identification of the beginning courses.

d. They will set the admissions standards for native and transfer students to be accepted into the 4+1 program (including GPA, class standing, pre-requisites, interviews, etc.).

e. The Graduate School will not be issuing written guidelines for this process unless they are asked to do so, but they will consult with and support departments through the 4+1 program development process as needed.

5. What would the class standing of these students be? a. Students would be undergrads until they completed their bachelor's degrees and then they would be graduate students as they completed their master's degrees.

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6. Do they need to apply to graduate school after being accepted into the 4+1 program? a. No, acceptance into the 4+1 program brings with it conditional admission into the graduate school, assuming they meet all 4+1 program standards, their conditional admission is converted to full admission to their master's program upon graduation.
7. Would the classes count for both bachelors and master's degrees? a. No. UG classes would count for UG degree and GR classes would count for GR degree.
8. Are they awarded both degrees simultaneously? a. No. First a student would earn a bachelor's degree, and then a master's degree.
9. Does this program assume the creation of new classes or will graduate students be taking undergraduate courses, while enrolling at the 590 level? a. Students take the same undergraduate and graduate curriculum as all other students; they just take them in an accelerated manner.
10. Does the "senior year" include summer and j-term session? a. Senior year could include summer and j-term but the programs will not be designed that way necessarily. Departments will have to decide how best to structure their programs.
11. Is this an actual policy or a marketing piece? a. There is an element of marketing here because students will be taking all the courses for the undergraduate degree as well as all the courses for the graduate degree, but we are opening the possibility for those qualified to complete these two degrees in a shorter time period and for less cost than the regular process.
12. What is the relationship between this and the 3+2 program? a. None. 3+ 2 programs are partnerships we have with international universities; individual students outside these universities cannot apply to a 3+2 program.

Senator Maldonado went over questions 1 and 4. (See highlighted above) There were many other questions asked and it took time to get this put together and present to the Senate.

Senator Maldonado: This is something new for the institution being asked to put this forward to give us something additional to attract higher end students and eventually enroll in a graduate program. After all of the 12 questions on here, we decided to do some consultations with other offices so we sent this to the Student Accounts Office, CTS area, the Financial Aid Office and the Registrar's Office, to see if there are any implementation problems, because we need to bring forward a motion to create college policy. There wasn't anything major that would hold this up from moving forward. There are programs that allow undergraduate seniors to take 6 credit hours of graduate credits, hence we do have procedures in place to allow this to function. It is a small number and exists in private form operationally, we just need to create the programs. Degree works can support this, a creation of a new 4+1 programs and data metric related to this. Hopefully if questions are answered completely today and someone would want to call the question the reason for this a typical procedure is that several programs that have talked with the Graduate School about this, so it can be rolled out and potentially impact our Fall admission. There were many other questions asked and it took time to get this put together and present to the Senate.

Senator Mernitz: If we don't go ahead with this today, it this going to be a substantial problem in term of waiting for everyone to read it?

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Senator Paterson: Yes, I said I would call the question? A great deal of leg and mind work and research has gone into this. You did receive this information in advance to consider it for today's meeting. There are 4+1 programs that are essential to the SOE. As you know our enrollment has suffered because teacher education isn't as popular as it once was. There is a dietetic and nutrition program all set to go. This would make a difference for incoming freshman a 4+1 program and have an impact on honors students, and those considering staying past the four years, and go from undergrad to graduate student. It is not a new concept but would benefit those.

Senator Hotchkiss: Misinterpreted **Senator Paterson's** call the question. That ends discussion and I second the motion.

Senator Carson: The parliamentarian stated to me that she didn't officially make a motion to call the question. Her stated words suggest she will (to be announced).

Senator Hotchkiss restated that **Senator Paterson** called the question.

Senator Carson stood to the Parliamentarian's directive/decision. The official wording according to Robert's Rules are: "I make a motion to call the question."

Senator Maldonado: The closest thing we had to a negative was a discussion about some peoples past experience was; *'I was told to seek out a graduate degree from a different institution than my Bachelor's degree for the sake of diversity of thought'*. Which is a philosophical/ideological stance. That was the large problem we had. Departments can choose to opt into this or not, and students can choose to opt into what their departments choose to offer, or not. For those people that want to take this opportunity we can make it happen.

Senator White: This institution is loathed to create any policies that cut across academic lines, or school lines. I am concerned for the Graduate School not using any guidelines for its programs. You can create in a sense 'internal warfare' between departments; (articulation between depts.) If we don't have guidelines that assist this institution in making decisions about what the academic caliber for graduate students will be, and all departments are not responsible for that. Basically the graduates succumbs to the lowest bidder; who has the lowest qualifications of academic requirements? I am very much in support of this program. But if we are not careful and we don't have guidelines for the institution at large, we are going to be a free for all. These are the kinds of academic situations we don't want to have at this institution. We need to have high quality programs that are coordinated across the campus so that all of our students are expected to have certain similar qualifications. More thought into this is needed.

Senator Maldonado: This came up within the S4S Committee discussions in context of advisement. Your comment is very well taken. If the Senate approves the motion, and the president accepts the recommendation, then your suggestion could be put into quotations.

Senator Carson: Are there any other questions?

Senator Sherman: I am in support of this and my advisory committee is also

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Senator Carson: Is this a mandate for departments to do anything?

Senator Maldonado: No, as departments are not mandated to participate in the 4+1 programs.

Senator Paterson then officially motions to call the question. **Senator Hotchkiss** seconds.

Senator Carson asks for a vote for call the question. A two thirds vote is needed. The motion carries. Discussion ended.

Senator Carson now calls for vote of the 4+1 motion. Those in favor of the motion? Those not in favor of the motion? The motion carried over the nays. Motion is approved.

- **Senator Maldonado** then presents the Committee's Final report.

Academic Plan Committee-Senator Joe Marren, Interim Chair (Jason Grinnell on sabbatical)

- Committee's Final report

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

- Committee's Final report

By-Laws & Elections Committee-Amitra Wall, Chair

- **Elections Update**

I. Election Results from Schools and PSC:

- SOE –**Kevin Miller, Exceptional Ed. and Jhang Zing, Elementary Ed. & Reading**
- 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- **Kathrine Harrington, Speech Language and Pathology**

- **Senate Caucus results:**

- **Senate Vice Chair: Howard Reid**
- **Academic Plan Committee Chair: Jason Grinnell**
- **Budget Staff & Allocations Committee (BSAC Chair: Frederick Floss**
- **By-Laws & Elections Committee Chair: Kevin Williams**
- **Curriculum Committee CSCC Chair: Marc Bayer**
- **Faculty & Staff Welfare Committee Chair: Amitra Wall**
- **Instruction & Research-I&R Chair: Scott Goodman**
- **Standards for Students Committee Chair: Heather Maldonado**
- **Student Welfare Committee faculty Vice Chair: Maria Brickhouse**

There will be an election for Chair of the College Senate, with **Amy McMillan** and **Tony Hotchkiss** as candidates.

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The Chair of the Student Welfare Committee is a student senator who will be elected at the first Senate meeting on September 11th 2015.

College Senate Curriculum Committee-Karen Sands O'Connor, Chair

Senator Sands O'Connor presented the final report for the CSCC.

There was no discussion.

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

Senator Williams presented a minor change to the language to DOPS Policy on Academic Misconduct Policy. The current wording is: "students at the college" now will read: "All Buffalo State students".

BUFFALO STATE COLLEGE DIRECTORY OF POLICY STATEMENTS

Policy Number: VIII:04:00

Updated: February 9, 2006

SUBJECT: Academic Misconduct

Policy approved by President on February 9, 2006 in *College Bulletin* and an addition approved on April 12, 2007 in *College Bulletin*.

All ~~students at the college~~ **Buffalo State students** are expected to display honesty and integrity in completing course requirements and following college academic regulations.

"Academic misconduct" refers to any form of plagiarism or cheating on examinations or assignments, and is inconsistent with the aims and goals of the State University College at Buffalo. Instances of academic misconduct include, but are not limited to:

- Prior acquisition or possession of an examination and submission of false data
- Submission of the work of another individual without proper acknowledgement
- Performance of work in a course for another individual while registered in the same course

PROCEDURES & DUE PROCESS IN CASES OF ALLEGED ACADEMIC MISCONDUCT

Throughout the following description of the possible steps in the review process, the term "regular business day" is to be defined as a day upon which classes are held at the college, with the exception of Saturdays and Sundays.

The Academic Misconduct Committee serves as the final level of appeal in the review process. It is composed of eight (8) committee members:

- The Director of Academic Standards (chair)
- The Associate Dean from each instructional School (4)
- The Judicial Inquiry officer
- The Chair of the College Senate Committee on Standards for Students

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- The Chair of the College Senate Committee on Student Welfare

No penalty for any alleged instance of academic misconduct may be imposed unless the student has been apprised of the allegation, the penalty, and the procedures of due process that are available under this policy. Neither the instructor nor the student should be represented or accompanied by an attorney.

I. For Alleged Academic Misconduct in Connection with a Course.

Throughout the entire process the student is expected to continue attending classes and complete all coursework. At any point in the process, the student has two choices: to accept the allegation of academic misconduct and the stipulated consequences indicated below in the Statement of Resolution or continue the Formal Procedure (B) as detailed below:

Statement of Resolution

The Statement of Resolution is a written record of an allegation of academic misconduct and the resolution of the allegation in keeping with the Buffalo State College Policy on Academic Misconduct.

The Resolution of the allegation consists of two sections: Section A which provides documentation of a student being found not to have engaged in an act of academic misconduct, and Section B which details the sanctions imposed if it is found that a student has engaged in academic misconduct.

If the student admits academic misconduct, the instructor has the authority to impose any of the following sanctions:

- 1) Issue a written warning
- 2) Allow student to repeat or resubmit academic work, telling the student what grade penalty, if any will be assessed
- 3) Submit a recalculated grade for the course
- 4) Submit a failing grade for the course. Note that the "J" component of the "EJ, FJ, or UJ" assigned for academic misconduct will be recorded on the student's "internal" audit, but will not appear on the student's official transcript and quality points will be averaged, if applicable, even if the student repeats the course

If the student feels he/she has not engaged in an act of academic misconduct, or disputes the allegation or sanctions, then the student has the right to appeal and will follow the procedure outlined below.

If the student withdraws from a course while academic misconduct allegations are being addressed, the student will receive a "W" at the time of withdrawal. If it is substantiated through the academic misconduct due process procedure that the student engaged in academic misconduct during the course, the grade will be converted to a "WJ". The "J" component of the grade will be recorded on the student's "internal" audit but will not appear on the student's official transcript. If the charges are not substantiated, the grade will remain a "W."

A. PRELIMINARY PROCEDURE

1. Preliminary discussion between the student and the instructor should be the first course of action in resolving the question of academic misconduct. When an instructor suspects that a student has cheated on a paper, exam, project, or any assignment, the instructor shall consult with the student first within a reasonable period of time (after the suspected misconduct is discovered but before the end of the following semester [spring or fall]). As part of this preliminary process, the instructor will inform the department chair and the student of the allegation and set up a time to discuss the allegations with the student. The department chair may also be present at the meeting. The instructor will provide the student with a copy of the Academic Misconduct Policy and procedures prior to this meeting.

The student will have the opportunity to explain any supposed or alleged misconduct, to present evidence of innocence or give information relevant to the investigation. If this meeting occurs after the semester has ended, the student will receive an "N" grade for the course until the matter is resolved.

2. If this matter is unresolved in the preliminary discussion or the student disputes the sanctions, then the student has the right to appeal and will follow the formal procedure. If this is the case, then the original grade of "N" will remain on the transcript until the student has completed due process.
3. If a student is found not to have engaged in academic misconduct during the preliminary discussion, the instructor completes and retains a copy of the Statement of Resolution (see attached). The student receives a copy. A copy of this form will remain on file in the Academic Standards Office for a period of seven (7) years. The situation is resolved at this point by the completion of the Statement of Resolution.

B. FORMAL PROCEDURE

1. In the case of an allegation of academic misconduct, where the preliminary procedure fails to resolve the situation, the instructor must notify his/her chair in writing explaining the alleged misconduct and steps taken to resolve it *within five (5) working days* of the conclusion of the preliminary procedure. (NOTE: -- In the event that the instructor making the allegation is a department chairperson, step 1 will consist of sending notification of the allegation to the Associate Dean of the appropriate faculty, who will assume the duties of the chair as indicated below.)
2. *Within five (5) working days* of the receipt of the instructor's written notification, the chair of the instructor's department will send a registered letter to the student's local address or address of record informing the student of the allegations and possible consequences, and enclosing a copy of this policy, thereby informing the student of his/her right to due process.

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3. The student must submit to the department chair a written request for review of the allegation of academic misconduct *within five (5) working days* of receipt of the department chair's written notification.
4. The department chair, *within five (5) working days* of receipt of the student's request, will forward copies of the request to the chair of the Academic Misconduct Committee.
5. The chair of the Academic Misconduct Committee, *within five (5) working days* of receipt of the student's department chair's request will forward copies of the request to the instructor, the department chair and the dean, and will schedule a meeting as soon as possible with the student, the instructor, the department chair, and the members of the Academic Misconduct Committee. Prior to the meeting, copies of all previous correspondence concerning the allegation of academic misconduct will be forwarded to all committee members for review.

At the meeting of the Academic Misconduct Committee, testimony will be received from all parties in the presence of the student, instructor, and department chair. The student has the right to cross-examine any witnesses who have presented evidence against him/her. The committee has the right to schedule further meetings and/or seek further evidence as necessary. The Academic Misconduct Committee's final judgment will be reached in private conference, with two thirds majority vote being required for the binding decision.

6. *Within five (5) working days* following the meeting, the chair of the Academic Misconduct Committee will prepare a written decision and complete the Statement of Resolution form which will stand as the final determination of the allegation of academic misconduct. The chair of the Academic Misconduct Committee will send copies to the student (via registered mail), the instructor, the department chair, the dean, and all members of the committee.
 - a. If the Academic Misconduct Committee determines that the allegation of academic misconduct is not substantiated, the instructor will submit a grade consistent with the instructor's grading policies and procedures as stated in the instructor's syllabus for this course.
 - b. If the Academic Misconduct Committee determines that the allegation of academic misconduct is substantiated, the sanctions will be outlined in the Statement of Resolution. Sanctions may be determined with input from the instructor. The Statement of Resolution form will be kept on file in the Office of Academic Standards for a period of seven (7) years.
 - c. If it is determined that a student engages in a second academic misconduct offense the penalty may be academic dismissal from the college.
7. Students shall be informed of their right to appeal in the Academic Misconduct Committee's written decision. Students must appeal, in writing, to the Provost *within five (5) working days* of receipt of the decision

C. GRADING & COURSE REPEAT

A failing grade with a “J” designation which is given as a result of a charge of academic misconduct which is substantiated throughout the review process will become a permanent part of the student’s “internal” audit (but will not appear on the student’s official transcript) and may not be changed by repeating the course. The student will be allowed to repeat the course only with written permission of the department chair. Copies of written permission must be sent by the department chair to the Registrar’s Office and Academic Standards Office. Quality points will be computed using the average of the two grades.

II. For Alleged Academic Misconduct in Other Settings Not Related to a Course

A. PRELIMINARY PROCEDURE

1. The supervisor of the examination will meet with the student within five (5) working days of the date of the examination to discuss the incident and attempt resolution. The student will have the opportunity to explain his/her behavior and to present relevant information.
2. If this matter is unresolved in the preliminary discussion or the student disputes the sanctions, then the student has the right to appeal and will follow the formal procedure.
3. If a student is found not to have engaged in academic misconduct during the preliminary discussion, the supervisor completes and retains a copy of the Statement of Resolution (see attached). The student receives a copy. A copy of this form will remain on file in the Academic Standards Office for a period of seven (7) years. The student’s examination results will then be appropriately recorded. The situation is resolved at this point by the completion of the Statement of Resolution. If it is determined that a student has engaged in a second academic misconduct offense, the penalty may be academic dismissal from the college.

B. FORMAL PROCEDURE

1. In the case of an allegation of academic misconduct, where the preliminary procedure fails to resolve the situation (e.g., the student does not concur with the supervisor of the exam) the supervisor of the exam must notify the Director of Academic Skills Center in writing explaining the alleged misconduct and steps taken to resolve it *within five (5) working days* of the conclusion of the preliminary procedure.
2. *Within five (5) working days* of receipt of the exam supervisor’s written notification, the Director of the Academic Skills Center will send a registered letter to the student’s local address or address of record informing the student of the allegations and possible consequences, and enclosing a copy of this policy, thereby informing the student of his/her right to due process.

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3. The student must submit to the Director of the Academic Skills Center, a written request for review of the allegation of academic misconduct *within five (5) working days* of receipt of the Director of the Academic Skills Center's written notification.
4. The Director of Academic Skills Center, *within five (5) working days* of receipt of the student's request, will forward copies of the request to the chair of the Academic Misconduct Committee
5. The chair of the Academic Misconduct Committee, *within five (5) working days* of receipt of the student's Academic Skills Center Director's request will forward copies of the request to the instructor/exam supervisor and the dean, and will schedule a meeting as soon as possible with the student, the instructor/exam supervisor, and the Academic Skills Center Director and the members of the Academic Misconduct Committee. Prior to the meeting, copies of all previous correspondence concerning the allegation of academic misconduct will be forwarded to all committee members for review.

At the meeting of the Academic Misconduct Committee, testimony will be received from all parties in the presence of the student, exam supervisor, and Director of the Academic Skills Center. The student has the right to cross-examine any witnesses who have presented evidence against him/her. The committee has the right to schedule further meetings and/or seek further evidence as necessary. The Academic Misconduct Committee's final judgment will be reached in private conference, with two thirds majority vote being required for the binding decision.

6. *Within five (5) working days* following the meeting, the chair of the Academic Misconduct Committee will prepare a written decision and complete the Statement of Resolution form which will stand as the final determination of the allegation of academic misconduct. The chair of the Academic Misconduct Committee will send copies to the student (via registered mail), the instructor/exam supervisor, the Academic Skills Center Director, and all members of the committee.
 - a. If the Academic Misconduct Committee determines that the allegation of academic misconduct is not substantiated, the chair of the committee, after consultation with the exam supervisor, will require the exam supervisor to submit a score. The student and exam supervisor will receive a copy of the Statement of Resolution with Section A completed.
 - b. If the Academic Misconduct Committee determines that allegation of academic misconduct is substantiated, the sanctions will be outlined in the Statement of Resolution. Sanctions may be determined with input from the supervisor. The Statement of Resolution form will be kept on file in the Office of Academic Standards for a period of seven (7) years.
 - c. If it is determined that a student engages in a second academic misconduct offense the penalty may be academic dismissal from the college.

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7. Students shall be informed of their right to appeal in the Academic Misconduct Committee's written decision. Students must appeal, in writing, to the Provost within five (5) working days of receipt of the decision

III. COMPLICITY IN ACADEMIC MISCONDUCT

When it has been determined by an instructor that another student(s) in the class has been involved or assisted with the alleged misconduct of a student, the alleged accomplice will meet with the instructor to discuss his/her role in the incident. If the instructor feels that there is sufficient evidence to indicate complicity in the misconduct, the procedures outlined above will be followed. If the accomplice is not a member of the class, the accomplice will be referred directly to the student judicial system for formal resolution.

IV. RECORD KEEPING & ACCESS

1. A student file containing all relevant materials to the academic misconduct proceedings will be kept on file in the Academic Standards Office for seven (7) years.
2. These records may be accessed in accordance with the FERPA guidelines outlines by the college. Any college employee asked for assistance in obtaining a student's academic misconduct records will be responsible for assisting the student until the student's records have been obtained.

Senator Carson: Are there any questions or objections? Hearing none.

Senator Williams then presents the committee's Final Report.

Student Welfare Committee (SWC)- Ashley Lanning, Chair- Jill D'Angelo, Vice Chair

Senator D'Angelo presented the SWC final report.

There was no discussion.

UNFINISHED BUSINESS (formerly 'Old Business')

There was no Unfinished Business.

NEW BUSINESS

UFS Spring Plenary Report- Senators Joe Marren and Scott Goodman gave the report-(see Appendix B for report).

CONSTITUENT QUESTIONS (CQ's)

There were no CQ's

Adjournment: 4:24 pm

APPENDICES

Appendix A

4+1 Undergraduates Enrolling in Graduate Courses Policy

Introduced at the May 2015 Senate Meeting

by the Standards for Students Committee

Whereas Buffalo State may attract more high-achieving undergraduate students by offering 4+1 programs that will allow undergraduates to apply for conditional admission to graduate school and complete 9 hours of graduate coursework during their senior year;

Whereas Buffalo State may increase graduate enrollment through 4+1 program pathways;

Whereas The Graduate School is available to facilitate the development of 4+1 program pathways for departments but departments would maintain control of participating in 4+1 programs, development of 4+1 curricular pathways, and admissions standards required for these programs;

Therefore:

BE IT RESOLVED THAT Buffalo State adopt the following 4+1 Undergraduates Enrolling in Graduate Courses policy:

4+1 Undergraduates Enrolling in Graduate Courses

Students who have been accepted into one of Buffalo State's 4+1 programs, combining undergraduate and graduate study, may register for graduate-level courses during their senior year based on department requirements and guidance. A maximum of nine credit hours (divided between the first and second semester of a student's senior year) may be taken during the senior year, and students need to maintain academic eligibility, as outlined by the admission requirements into the program, throughout their senior year. The combined enrollment of undergraduate and graduate courses should not exceed departmental guidelines.

The graduate courses taken in this manner are related to a graduate program of study and will not apply toward an undergraduate degree. The six-year time limitation on the completion of the master's degree program applies to these as well as other credits.

Appendix B

UFS 170th Spring Plenary Report from SUNY Plattsburgh.

April 23-25, 2015

Submitted by M. Scott Goodman and Joe Marren

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

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

1. *SUNY Budget* – The final approved SUNY budget is disappointing. There was only \$4.76 million added to the 2015-16 budget for negotiated salary costs—very far short of the \$131 million SUNY estimated it would need to fully fund the salary costs for next year. The only real gains came in discretionary moneys: significant increases for opportunity programs (EOP, Educational Opportunity Centers, and Attain), and an \$18 million “investment fund” (SUNY Excels). This is well short of the \$50 million SUNY requested. With the add-ons there is a bit more than a 2% increase in State funding for SUNY, with the authorized tuition increases adding much more to the spending authority. In the final analysis, most campuses will fall short of necessary revenue, assuming no change in enrollments or spending other than required increases.

2. *Applied Learning*. A troubling aspect of the budget process was the Governor's initiative to insert a graduation requirement for all SUNY students to complete an applied or experiential learning experience. We pushed the Chancellor very hard on this point at the previous plenary. Since then, the UFS leadership worked closely with the leadership of FCCC and CUNY to send a series of letters to the Governor's office, the chairs of the Senate and Assembly Higher Education committees, and the leaders of the Senate and Assembly requesting that the graduation mandate language be removed from the budget. In the end, the language was changed so that there is no graduation requirement. And the language also points to the faculty and student governance groups as stakeholders that must be consulted in the preparation of a plan that offers applied learning *opportunities* to degree-seeking SUNY students. A resolution that meets the letter of the adopted legislative language is expected from the Board of Trustees on May 6

3. *SUNY Excels*. Language in the Enacted Budget requires SUNY and CUNY campuses to develop metrics for performance assessment. The SUNY Excels framework will provide the basis for SUNY's response, as these metrics have been vetted, communicated, and approved by the SUNY Board of Trustees. There will likely be further campus action on the use of SUNY Excels metrics, possibly during the summer.

4. *Presidential Review*. A process of 360 review of Presidents is being implemented. A questionnaire based on one developed last year by the UFS is being used and will be sent to a wide group serving under the President under review. The process is beginning for 10 of the longest serving SUNY Presidents. Many of these long-serving Presidents have not had raises of any kind in many years. This has led to salary compression as new Presidents have been hired across the system. The review process may well lead to bonuses, paid out of the \$18 million in new performance-based funding.

Q: Many campuses already perform reviews of their Presidents. Will our existing processes be respected in this new review process?

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A: The Chancellor's review is just being rolled out, and we haven't heard this issue mentioned. Of course these campus-based reports should be included in the process.

Q: Perhaps we should be doing Presidential evaluations on all our campuses, and these should be sent to the Chancellor?

A: It is within the purview of the faculty to do so.

Seamless Transfer and Degree Works – *Dan Knox, Director of Student Mobility*

Transfer paths are in place for 52 disciplines covering about 95% of student transfers within SUNY. 32,000 courses are now guaranteed to transfer. New paths are being requested and developed with faculty. 32 campuses are now live with Degree Works. More will be added next year and will be finished by Fall 2016. Transfer Finder Network, a new component of Degree Works, is being tested on 9 campuses. More campuses will be added next year.

Intellectual Property– *Heather Hage, Senior Director of Innovation and Partnerships–SUNY RF and Elise Puzio, Assistant General Counsel, SUNY*

The SUNY intellectual property (IP) policy is outdated and in need of revision. The speakers identified several issues and solutions being proposed for the new guidelines. The new guidelines may be in place as early as next Fall.

Changes being proposed:

- New definitions of ownership of IP
- Removal of barriers to contracting with industry—more flexibility with local control
- Promotes student innovation. Students can create IP and work with the university system
- Processes for dealing with non-patentable IP income
- Faculty can assign or waive royalties
- Change to *net* income for royalty distribution calculations

Research at the Comprehensive and Technology Campuses: What Can We Do? – *Dr. Richard Burke, President Fellow Research Foundation*

The presenter, on sabbatical at the RF, presented his visions related to the future of research and teaching at comprehensives and technology colleges.

1. Faculty at comprehensives will form more collaborations with research universities. This provides access to colleagues, students, and equipment.
2. Temporary coalitions of investigators will form as needed to solve real world problems.
3. The focus at comprehensives will be on applied research rather than basic research.
4. Research will be more aligned with economic development.
5. Others will choose to study pedagogy.

Budget Report – *Eileen McLoughlin, Vice Chancellor for Finance and CFO*

The executive budget was \$12 M less than the ending budget last year. We got some back from the legislature through the process. SUNY ended \$42.5 M up from last year. The capital budget is less than we wanted. SUNY is now pushing for a new SUNY 2020 law to be enacted with “predictable” tuition increases.

Q: How will we continue to fund Open SUNY?

A: We are not sure. We are now considering some sort of loan process for Open SUNY implementation.

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

The Provost began by saying that SUNY is taking on big issues, and that SUNY is big enough to be number one in anything we set our minds to. He then gave a report on ongoing SUNY initiatives, including:

- SUNY Excels
- Presidential recruitment, development, and review
- Seamless transfer (269 waivers requested. 62 approved, 185 programs redesigned, 22 still under review)
- OpenSUNY. Things are on track, but we see some infrastructure deficits still. We are thinking of ways to loan campuses funds to be prepared. The loans would be paid back with new enrollments. This is still a dream for now.
- Applied learning initiatives (SUNY Works, SUNY Serves, and SUNY Discovers)
- Diversity Task Force

The Provost then answered questions from the sectors. Usually the Chancellor performs this task, but she was unable to make the meeting. The Chancellor has apparently also indicated that she may be missing more plenaries in the future, as she feels that her travel schedule is starting to interfere with her other duties.

Questions to the Provost covered the following topics: program approval time, salary compression, open access publishing, StartUP NY job creation, and difficulties with TAP.

The Comprehensive Colleges (our sector) asked the following:

Q: Systemness has not been working in favor of the comprehensive colleges. As state support for public higher education has continued to erode, campuses have become increasingly dependent upon student tuition and fees. There has been some mission creep from other colleges and there has been a decline in interest in teacher education programs, and a decline in graduating seniors, and it is no wonder that the comprehensives are experiencing enrollment challenges. So, how may the system work to ensure that the mission of the comprehensive colleges is valued?

A: As you point out, you have lost enrollment and income is down, therefore you are feeling a lot of pressures. I think what it is that you might want to think about is: How do we embrace what it means to be a system? We like to tell our students there is a place for everyone in system, not everyone should go to Stony Brook. The comprehensives have something that is different, but we need to be telling a better story—you need to tell a better story. What are the benefits of going to a comprehensive college? There are really great students who want that environment. There are some comprehensives that are doing very well, so we need to look at them and figure out what they are doing.

Final/corrected draft of 5.8.15 Senate Minutes for Senate reposting. 11.17.15 vm

Q: We are wondering about the process being developed to distribute the \$18 million in performance-based funding. Will this be a competitive process? What will be the criteria used to judge the proposals? What is the timeline?

A: Will it be competitive? Yes. The criteria for judgment are being developed. Basically, how do we have continuous improvement in those SUNY Excel metrics? We may focus an enormous amount of attention on completion for the \$18 million. *It may be the only focus this year.* We would like to disburse the money in October. We would want a process that goes something like this: we can envision a white paper phase, an invitation to submit a proposal, and then within three or four months we can get the whole process done. We want to start that process in June. This is an aggressive timeline. We have a group thinking about what the right way to a competitive process.

Q: The presidential review policy involves six presidents from the comprehensive college sector. But the timing this time around is rather tight. How can faculty be more involved in the future for a richer review process?

A: You are right that the time is very tight with the presidential review. We wanted to implement as soon as possible and to get the review process in place. It will continue as an annual process so that people will know in the early fall that they are being reviewed. The point is well taken, but we felt that if we didn't do it now then it would be put off again. Next year we hope that we will build on the survey and make the process far more robust. We want it to be a more informative process on both sides. We learn more about the school, and they learn more about what we can do to help.

Community College report – Tina Good, President, FCCC

Community Colleges are still concerned about the 64-credit cap in seamless transfer. They are also feeling a variety of pressures from the national and state levels. Finally, they are starting a communication campaign on Twitter and other social media sites to tell good stories about SUNY community colleges.

Student Assembly report – Lori Mould, President, SUNY Student Assembly

Advisement has been identified as the number one concern of students. Also, the student assembly reached a compromise position on renewing rational tuition. Some wanted a tuition freeze, and there was additional concern about the "TAP gap".

CUNY report – Terry Martell, Chair, CUNY Faculty Senate

CUNY faculty are concerned with the budget as it relates to mandatory salary increases and the "TAP gap".

OpenSUNY report – Ken O'Brien, Chair, Provost's Open SUNY Advisory Committee (POSAC)

SUNY MOOCs have enrolled over 100,000—Buffalo State's seems to be the largest so far. Warning: ASU has teamed with edX to make MOOCs credit bearing (Global Freshman Academy). OpenSUNY resources:

- POSAC webpage: <http://commons.suny.edu/opensuny/about/the-provosts-open-suny-advisory-committee/>
- Open SUNY FAQs: <http://commons.suny.edu/opensuny/faq/>
- MOOC/Coursera FAQ: <http://commons.suny.edu/opensuny/mooc-faq/>
- COTE (Center for Online Teaching Excellence): <http://commons.suny.edu/cote/>
- Open SUNY Toolkit: <http://open.suny.edu/toolkit>
- Institutional Readiness: <http://commons.suny.edu/opensuny/institutional-readiness/>
- SUNY Research about On-line Instruction: <http://commons.suny.edu/cote/suny-research-abstracts/>

Elections report – Gwen Kay, Vice President of the UFS

Peter Knuepfer re-elected UFS President. Joe Marren will continue as the Comprehensive Colleges rep.

Resolutions

Eight resolutions were considered, five from committees and three from the floor.

1. Fellowships for SUNY Undergraduate Students to Attend Graduate School at SUNY (passed)

Encourages the SUNY administration to offer a Chancellor's graduate fellowship at each campus to an outstanding undergraduate SUNY student to begin their graduate work at a SUNY institution.

2. Joint Statement on Faculty Oversight of Curriculum (passed)

Reaffirms faculty oversight of curriculum. Passed by the Executive Committees of the UFS, the Faculty Council of Community Colleges, and the CUNY University Faculty Senate.

3. Renewal of NYSUNY 2020 (passed)

Calls for "true" maintenance of effort, renewal of rational tuition, and a fix to the "TAP gap".

4. Planning and Implementation of Applied Learning Experiences at SUNY (amended and passed)

Affirms that faculty should have oversight on all credit bearing applied learning experiences and that these experiences should have specific learning outcomes and be delivered with academic rigor.

5. Open Access Publication (passed)

Encourages SUNY, its Libraries, and the Faculty to explore and support alternatives to publishing scholarship with commercial publishers. Sets up a taskforce to examine the issue.

6. NSF Funding (passed)

Opposes Congress's attempt to manage NSF funding so that social and behavioral sciences funds are cut.

7. Presidential Reviews (amended and passed)

Asks the Chancellor to give campuses more time to respond to review questionnaire and to open a dialog on the process going forward.

8. Family and Medical Leave (referred to committee)

Supports FMLA and asks SUNY and UUP to negotiate to implement it uniformly and generously across the system.