

•COLLEGE SENATE•

Official Meeting Minutes

April 8, 2016-Butler 210, 3 p.m.

<u>PRESENT</u>			<u>EXCUSED</u>
Bayer	Hotchkiss	Payne	Adamo
Ben-Merre	Hunt	Perreault	Bajus**
Bewlay	Jorden	Reid	McCarthy
Boorady	Kline	Rosen-Brand	*Potts(spring sabb.)
Brickhouse	Knowles	Santa Maria	Sands O'Connor**
Conway-Turner	LeVine	Sarratori	(1 yr. Sabb.)
DeWind	Lewis	Shandomo	Vince Garland
Emo	Lombardo	Shane	
Ettestad*	Maldonado	Shephard	<u>ABSENT</u>
Floss	Marren	Sherman	Abass
Gellin	Mayrose	Stewart	Aina
Gleckel	McGovern	Tucceri	Djirakor
Goodman	McMillan	Velez	Fujiuchi
Grinnell	Mernitz	Wall	Irion
	Miller	Williams	Leminger
	Morales	Zhang	Marcus-White
	Ninacs		Richards
			Wright

Final draft of the 4.8.16 Senate Minutes for ESP/Senate approval on 5.6.16.

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April 8, 2016

CALL TO ORDER: *Senator McMillan* called the meeting to order at 3:03 p.m.

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

PRESENTATION OF THE MINUTES: *Senator McMillan* presented the minutes of March 11th 2016. There were no objections. The minutes of 3.11.16 were accepted.

REMARKS OF THE PRESIDENT

President Conway-Turner: Good afternoon. There are several announcements I would like to give you. The Retention update I will give later.

- ***Admissions:*** Currently approximately 12,700 freshman have applied for Fall 2016. We have accepted 6,559 to date for the general freshman body. May 1st is our priority commitment date to see what the final freshman class shape will look like. We had an open house last Saturday, and also have had several events in NYC to attract students for enrollment. Many are interested but we have to wait and see the final outcome as to who will be in our freshman class.
- ***Residence Hall Occupancy:*** (As of March 11, 2016)
 - 2,779 students living on campus. 60 students are still living off campus at Canisius College, and 33 students are at Medaille College.
- ***The Provost*** pulled together a group of individuals to propose to go to **AAC&U Institute on High-Impact Practices** summer institute. We were selected, which is exciting. Our team will be going on June 21st - 25th. Our team and 38 other colleges/universities will talk about student engagement, retention issues, inclusions, and success. This will be a wonderful opportunity for us to shape and sharpen our ideas around retention and high impact practices.
- ***StartUp NY Plan-***We have revised our plan and have identified space at Buffalo Free Trade on River Rock Dr. & Rano St. Our plan was approved by SUNY in February, and in March was approved by the Empire State Development. We are in communications with several companies about affiliations with Buffalo State. Our Small Business Center is taking the lead in making connections with those companies throughout the area.
- ***Budget-*** No tuition increase was included in the budget, no maintenance of effort was included in the budget. No funding for negotiated salary increases was included in the budget. Buffalo State did receive funding for critical maintenance. Through the SUNY investment plan we received resources to increase our EOP population by 100. We also were approved to receive \$250K to implement a concept

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we call the 'virtual concierge service'. A one stop center to connect students to services we have now. We are working on that now.

- There was no discussion from the floor.

REMARKS OF THE CHAIR

Senator McMillan: What is on my mind besides our agenda? I am glad you are not at Hillary Clinton's address, and I am hoping we will get nice weather.

COMMITTEE REPORTS

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

- Presented update on the engagement of the College Planning Council (CPC) and the Strategic planning process (SP).

Senator Grinnell: The CPC met on March 18th to begin organizing the results from the open fora, and discuss in the broadest possible strokes a direct plan. We will meet again on April 22nd to discuss the specific content and language of a draft SP. Shortly after that a plan/draft will be available for public comment.

As always, if you have particular concerns you are welcome to bring them to **Senator McMillan** or to me. I will provide additional updates at future senate meetings. There was no further discussion.

By-Laws and Elections Committee (BL&E)- Senator Kevin Williams, Chair

Senator Williams: Upcoming elections. Two seats in A&H, two in SOE, two seats SNSS, SOP two seats Two At-Large Senators; two professional staff. One UFS Senator and Alt UFS. Today at 5 p.m. ends the nomination period of April 18th -29th. **Senator Williams** did ask those present if they were interested in nominating or self-nominating for the Senate seats. No one came forward. The Senate elections begin on Monday, April 18-29th at 11:59 p.m.

There was no further discussion.

College Senate Curriculum Committee (CSCC)- Marc Bayer, Chair

Senator Bayer: Update the Senate on the current workflow improvements. Using Dooli and Wufoo has helped us be more informative. However, we are trying to stop using the blue routing form in going electronic. KissFlow is being tested out and so far everyone likes its simplicity. Has track progress, can see where, with whom, and how long it has been sitting, they will receive emails until they act on their part to move the item forward. Hoping to role this out in Fall 2016, when all Associate Deans and Dept. Chairs will be trained on the KissFlow workflow process.

Faculty & Staff Welfare Committee (FSW)-Amitra Wall, Chair (See Appendix A and A-1 for both motions)

- Presents **Community Policing Philosophy Policy** (the complete report is posted on the Senate website)

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- <http://collegesenate.buffalostate.edu/sites/collegesenate.buffalostate.edu/files/uploads/Documents/BSC%20Campus%20Community%20Policing%20Philosophy%20%20FINAL%202015.pdf>

Senator Wall: Good afternoon. In March our committee met, and we discussed our community oriented policing philosophy. This policy was shown to the senate. The policy requires a campus-wide commitment from everybody. We as a committee agree that Buffalo State College is a community that values positive relationships between all members of the community, as well as with university police. We also determined that the policy is consistent with best practices. Thus, the faculty and staff welfare committee endorsed the committee oriented policing policy as developed by the community policing advisory committee.

Senator McMillan: What we would like to do is endorse this policy. After speaking with the parliamentarian, what I don't believe we should do is vote to adopt this policy. Voting to adopt this policy would mean adopting every single word as it is written. I am assuming that not everybody would want every single word adopted. However, what I would like to do instead is to say that we as a Senate approve of the philosophy behind this document. Are there any comments or concerns before we vote? All those in favor of voting to approve of the philosophy behind this document? Senate voted in favor and the endorsement of the Community Oriented Policing Philosophy passed.

Senator Wall: In February our committee met to discuss the **Buffalo State CREED**. The committee agreed that the CREED needs to be positive. We also understand that DOPS, SUNY, the college, and departments may have mission statements that address some issues that the CREED would like to address. Faculty & Staff Welfare would like to see this CREED posted on the College Senate website, be given to new faculty, and staff during orientations, or perhaps be distributed on a card, and be visible across campus.

Senator McMillan: Are there any comments or thoughts about the CREED?

Senator Knowles: I was wondering if there should be a short catch phrase which can capture this CREED in one sentence.

Senator McMillan: I like that idea a lot, and if anyone has ideas about what that phrase might look like, we are not voting on this right now, we are just discussing it. Maybe we can add some sort of ability for people to input possible phrases.

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

Senator Goodman presented for discussion:

- **Distance Education Policy** language change to the *(See Appendix B for motion and B-1 for current policy)*

Senator Goodman: The old policy was called Distance Learning Policy. I will go through the policy as best I can. It was last modified in 2010. Major changes are in the format of the policy which makes it difficult to go line by line; it has been reorganized. The first one is:

- The policy is called Distance Education and not Distance Learning. It doesn't make a difference to me, but to others who wrote the policy.
- The policy has been divided into separate sections. Rights and responsibilities of university and faculty, and rights and responsibilities of students, in the old policy these were mixed together, there was some

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attempt to divide faculty, and student responsibilities. In the introductory section there is new wording that reflects the different forms of delivering courses, 100% hybrid, a-synchronous, hybrid plus, there is a new policy for that on campus, so that has been included.

There are a few new sections;

- 2-C Students with disabilities is new to the policy, and there will be some tweaks to that before you vote on that, and that section will remain.
- 'D' is brand new, it's related to a section in the university and faculty responsibilities, but this is a new one for students.
- Part 3 is our intellectual property section. This has not been changed substantially except a link to the SUNY Policy has been added. This is the section on how do you create a course, how do you own that copyright, the rights to that.
- The resources section; there have been some specific organizations added, i.e. Middle States.

This is my best attempt to go over this policy.

Senator Sherman: I have read both this policy, and the Academic Freedom policy and Freedom of information Act (FOA). Maybe they can still add copyright to their courses, but if a student requests information that is in the system based on what is in the Academic Freedom policy, then it seems that the instructor does not have control over it and they have to get it. That is how I have interpreted what I have read.

Senator Goodman: I am not sure.

Senator Sherman: From the legal requirement, it wasn't like they couldn't hold that information private; if anyone asks, it may not take away from the copyright nature of it.

Provost Perreault: Which information are you referring too? The freedom of information act may mean you provide your syllabus but cannot require that you provide all your lecture notes, there is a limit.

Senator Sherman: I was under the impression that it was a lot more than that.

Provost Perreault: I am not sure. There are definitely limits to the FOA on what you have to turn over. It is quite limited.

Senator Goodman: This covers the reuse of faculty-created material, it is meant to protect faculty from creating a course online and then having the college run the course without the faculty members involved; that sort/type of copyright.

Senator McMillan: We are not voting on this, this is for introduction only. Any other thoughts, comments? Please contact myself or Scott if you do have any questions before May.

- **Academic Calendar Guidelines Policy motion for vote-(See Appendix C for motion and C-1 for DOPS Guidelines Policy)**

Senator Goodman: I&R is charged with reviewing the Academic Calendar. This year I will give you some background. We have an academic calendar guideline policy which we are going to get to. The policy is a little complicated; we usually we review it, we do not vote on it anymore. (Policy is projected) There is a new

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policy on how we can get the academic calendars in compliance. The 'Whereas' clauses, the most important one is that by SUNY Policy by what is considered 3 credit hours; we should be teaching 42 days really 45, but subtracting CEP week we should be teaching 42 days M, W, and Friday every semester, and 28 days on Tuesday and Thursdays. That is 14 weeks of full instruction. Our current academic calendar is lacking, we do not teach that many days. In order to get into compliance to teach the correct number of days for a three credit course, and to give our students what they pay for, we need to revise how we do the calendar in the future.

The proposal in front of you would include the following major changes:

- Remove Veteran's Day from the holiday list.
- Eliminate study days both fall and spring.
- Remove the Tuesday holiday of President's day and make it a three day weekend, rather than four.
- Good news is that we have a little flexibility on Tuesday and Thursday in the fall so we add back in to the current three day fall recess so that it becomes four days off by adding in the extra day (Tuesday).

These are the changes proposed by I&R. Four day fall break coinciding with Columbus Day, so when families have kids with days off, they will be off here too. To eliminate Veteran's day and the other day that can be eliminated is study day each semester to get a Friday back. Eliminate the Tuesday President's Day off.

- **Projection of current calendar (see Appendices C, and C-1)**
- **Senator Goodman** then goes over the projection and explains how I&R's proposed changes would work and alter the current academic calendar that is practiced now and how we currently compare to other SUNY schools.

Buffalo State fall 2016 calendar starts on a Monday after Labor Day, we have off for Fall Recess (Columbus Day), Veteran's Day, Thanksgiving and Study day. We are only at 39 teaching days on M, W and F. Three days short (full week) of what we are supposed to be doing on M, W, and F. However on Tuesday and Thursday we do teach an extra day.

That is the rationale. We need to get back some M, W and F days. One way is to eliminate Study Day and Veteran's Day (which often results in a M, W, F day off). Moving into spring; we do take President's day off for two days, almost no other schools do that. That is an extra Tuesday off that puts us below the limit, down to 27 days. And again we are short on M, W, and F and we can get one back by eliminating Study Day. Even with all of these changes it still only puts us at 41 days not 42. But this is well within the norm of the other schools shown here. We are an outlier if you look at this data. This is the policy revision. I have distributed the new and current proposed calendar what would be under the old policy, and the new proposed policy. Any questions?

Senator Floss: Did the committee check to see if CSEA has Veteran's day off?

Senator Goodman: That is something that has been looked at, CSEA does have that day off, but it would have to be converted to a floating day to make that work.

Provost Perreault: There is a way that all of the other campuses do this. It will be done in a way that still honors the CSEA contract.

Senator Grinnell: It looks like 1 credit means 50 minutes of class time per week. CEP week blocks are 110 minutes, are we sure that we get to count that as 3 full class periods?

Senator Goodman: Yes, you are correct on the math, but that is something that every other campus does.

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Senator Grinnell: So we have the emergency CEP day. Could we look at how often that has been used? That could be another place where we could pick up more time.

Senator Goodman: If we wanted to get the full 42 days on Monday, Wednesday, and Friday this would push CEP to the following week, and include some Saturday final exams. That would be a bigger change than is currently being proposed.

Senator Sherman: At those other schools, do they have 2 hour exams or 3 hour exams? We used to have 3 hour exams, and I think some schools still do. Which is why that week might meet that hour requirement.

Senator Goodman: I do not know the answer, but having 5 kids in SUNY, I have never heard of a 3 hour final exam.

Senator Sherman: Well I know I used to give them, both at UB and here. So I don't know if that is something that is falling through the cracks. The other thing that would be nice to consider, is that hardly anyone is here on the Monday and Tuesday of thanksgiving week. So it is almost impossible to schedule anything because students need to travel home. So instead of having a 3 day weekend someplace, we could have a 5 day break for thanksgiving, that way we would really get more teaching time.

Senator Goodman: Fredonia does have that whole week off, but they also start earlier than us. In order to do that, we would have to eliminate the fall recess all together. That is not what is being proposed, but that is possible.

Senator Reid: I am concerned, that you are asking us to vote with not being in compliance with minimum SUNY requirements. So are we being asked to vote on a policy that we lead to us not being compliant?

Senator McMillan: Yes, we would have 41 days, not 42.

Senator Reid: Then I would strongly oppose this. SUNY has said what the requirement is. It is one thing to be ignorant, and have made a mistake in the past. It is another thing to go on record saying we just are not going to do it.

Senator Goodman: This body has voted on this policy several times before. The SUNY policy does not spell out 42 days, but rather 15 weeks of instruction. The 15 weeks is usually interpreted as 14 full weeks plus one CEP week.

Senator Williams: In addition to needing to be compliant, we also want to provide the best experience for our students, which would mean being in the classroom more often. I am looking for some clarification; why bother having Tuesday off after Columbus Day? It seems unnecessary. On the second hand, why not get rid of Columbus Day and President's day as holidays? This would bring us closer to the upper numbers in amongst SUNY campuses, instead of at the minimum.

Senator Goodman: There are some complications, because these are national holidays in which staff get off.

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Senator Sherman: The listing of UB that is up there which does not reflect what they do, is that they do have off on Jewish holidays.

Senator Goodman: UB does not do that anymore, I believe Geneseo still does.

Senator Williams: Most of the other SUNY schools do not have President's day off. It has always seemed strange to me that we come back for spring semester, and then 2 or 3 weeks later, we have 2 days off.

Senator Goodman: It gets more complicated the more that we change it. I think that this proposal is trying to reflect the minimal change required to get within the norm of what other SUNY schools are doing.

Senator Ettestad: When I first came here, we had more time. I would like to push for getting closer to what SUNY says. And I really do like study day, it is very convenient for review periods and things like that. I think adding more time would be better for our students.

Senator Bewlay: As faculty members, we want more time with our students. We also want to make sure that our institution is compatible with other institutions. So this number is not ideal. I did not realize until now that our numbers were so low. When I recruit I would like to say that we offer similar, if not the same instructional hours. This shows that our instructional hours are not compatible with our competitors.

Senator McMillan: Does anybody want to speak to another side of this, or are we going to continue to advocate for more days? Because I have a comment about that.

Senator Knowles: I appreciate that under this plan, the two semesters will be the same. Because I teach a course that repeats every semester, and I have to change it every fall to every spring. Whatever we do, I love the idea of the semesters being equal in length.

Senator McMillan: After speaking with my parliamentarian, we are not going to vote on this today. This is the motion on the floor, we certainly could amend the motion when it comes to a vote. However, if for some reason, we do not pass the motion or the amendment, we would be back to where we are right now, which is not compliant. So, what the parliamentarian is suggesting is that we make a technical change which would get us to the 15 instructional weeks that we are supposed to get to. We don't have to vote on that, but we will have something in position that we can then work on. So we would just announce a technical change, and then bring this back to floor with something that is compliant. This way we do not have something that is unresolved for the following year. I think that might be the solution to this conversation.

Senator Goodman: My problem moving forward is that any changes beyond something that is outlined here is going to require changes that would be a bigger issue for the senate body to tackle. For instance changing CEP week, or adding Saturday finals, these changes would likely need to be assigned to a committee to make recommendations on.

Senator McMillan: Unless there are any other substantial comments, this is the way we are going to proceed.

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Senator Bewlay: Can I just get a clarification on the requirement for instructional time? The 42 days being interpreted as 14 weeks plus CEP week, is this our interpretation?

Senator Goodman: That is a common interpretation because every school has a CEP week, and they each count it in the same way. I think technically, 3 credit hours requires 2,250 minutes of class time.

Senator McMillan: What we are going to do today is make a technical change, and adopt this policy. Then what we can do is have I&R look at any further comments and concerns. If I&R says that it does not need to change, then any changes will come from an ad hoc committee, which can be built from the Senate. Anybody can build an ad hoc committee. Or we can have an amendment from the floor.

Senator Maldonado: Is the technical change to adopt everything that is written here? If so, I do not understand how we can adopt both following the SUNY guidelines, and what is being proposed here simultaneously.

Senator McMillan: We are making a technical change, in order to make a new status quo that is in compliance with SUNY policy.

Senator Williams: It does not seem like there was a big controversy here, so if one of us wanted to bring this up again in May, we could do that?

Senator McMillan: From what I am understanding, we really cannot vote no on this policy. Because if we vote no, then we are voting to not follow SUNY policy. What we need to do is adopt this policy, in order to become compliant. This policy can be changed at a later date.

Senator DeWind: That is going under the assumption that there is only one solution to this problem. It is still a change to policy, and all changes to policy need to be voted on.

Senator McMillan: There are many possible solutions, kind of like there are many alternative hypothesis. Again if we say no, we are back to zero. This is not to say that this policy cannot change. It is not to say that we cannot add instructional days later on. But today, we are going to make a technical change to the calendar. If we still need to work on this policy, I&R can work on it. We could also set up a small group of people who are interested in working on the calendar. An amendment can come to the floor at any point in time which we are discussing this policy. Are there any other concerns?

Senator Gleckel: It seems to me that the policy is a SUNY policy. So we are not negotiating the policy, what we are talking about is how to implement this policy. This is not a policy, this is how we interpret and practice the policy from SUNY. So I don't understand identifying this as an issue of policy.

Parliamentarian Gellin: Yes, it is an interpretation of policy. And I get the feeling that there is a recognition that our way of interpreting this policy up until this point in time has been incorrect. Policy is not being argued, it is a SUNY policy. It is only a question of how we implement it here. What we need is a new status quo to bring us within compliance of the policy. This particular calendar that has been proposed does accomplish this. That new status quo can be changed with a motion by a committee or from the floor.

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Senator McMillan: I would like to add that we also have a calendar making policy. SUNY does not tell us what days to start and end, or what days we can take off but rather outlines how much instructional time we are required to provide. So now we are trying to make sure that our specific calendar policy is in line with the number of days that SUNY mandates we have class.

Senator Stewart: You said that we could not vote no, correct?

Senator McMillan: If we did vote no, we would be out of compliance.

Senator Stewart: Well there is voting yes, and there is abstaining. So if you called a vote and many of us abstained, what happens?

Parliamentarian Gellin: Essentially abstains do not count. So if one person votes yes, and everybody else abstains, then the motion passes. My concern here is that, should a final version of the calendar be up for vote, and people vote no, then we would revert to the status quo, which is currently out of compliance. So we would make this policy the new status quo, and if we don't like it, we can change it.

Senator Williams: So this would be just to get us through today?

Parliamentarian Gellin: Yes, just to get us through today.

Senator McMillan: Any other concerns or comments? I will admit this is not the perfect solution, but it is a solution for now.

Standards for Students (S4S) – Heather Maldonado, Chair

Senator Maldonado thanked Senator Fujiuchi for presenting at the March Senate meeting.

Leave of Absence Policy (revised) for vote) (See Appendix D)

Two changes made to this policy:

- Administrative leave withdrawn to deactivate as a student.
- Elimination of second paragraph- that addressed all campus study forms.

Senator McMillan then asked for discussion.

Senator Velez: Has the committee consulted Enrollment Management and CTS on the impact of this policy and the responses?

Senator Maldonado: Yes, Enrollment Management, CTS, Financial aid, Student Accounts, and the Registrar's Office, among others, were consulted. This policy has been vetted through all of them, and it is implementable, and actionable.

Senator Velez: What about the students who just leave?

Senator Maldonado: There was a meeting of the Standards for Students Committee, the CIO, and AVP from Enrollment Management, and a representative from the Graduate School, to talk about how we could help

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retain students who might just walk away: could we have some sort of centralized outreach for registration? Seeing if we could reach the same goal that the Continuous Enrollment Policy strove to reach that might be accomplished by changing practice or policy. We have come up with a centralized way via Banner, email, and through CTS reporting; where all students who are active, registered, in good standing, and have no holds, and have not applied for graduation for spring 2016 or are on leave of absence, and have not yet registered for fall 2016, two week's out from registration date, to please contact us to register. There is an upcoming meeting with the Associate Deans to discuss further decentralized outreach in the Schools. We will try to get as many students registered as possible, and help those who have holds to get them resolved; or get them to apply for the leave of absence. The hope is that this process change will yield less students who have just stopped out.

Senator McMillan asked for further discussion. Hearing none, she then asked the Senate to vote on the motion. Motion approved.

J-Term Questions and Answers from the March 11th Senate meeting-Senator Maldonado (provided as a handout and projected)

March Senate J-Term Motion Introduction Questions and Answers

NOTE: There currently is a J-Term and Summer Session credit limit applied in Banner. It is 19 credits for a matriculated student in good academic standing and 15 credits for a matriculated student not in good academic standing. The Standards for Students motion seeks to lower the J-term credit limit to 7 credits for students in good academic standing and 4 credits for students not in good academic standing.

Q: How will the J-Term Credit Limit be enforced?

A: Banner will enforce the J-Term Credit Limit, just as it enforces the Fall and Spring registration credit limit.

Q: How would the J-Term Limit change the advisement that's done in the fall for J-Term and Spring Semester registration?

A: Advisers and students would need to be aware of the J-Term credit limit and the Spring credit limit in order to plan for appropriate course distribution between those terms in order to not exceed the maximums. Additionally, advisers can discuss the billing and aid implications of electing to take J-Term courses (paid per credit, not covered by financial aid in most cases) versus Spring semester courses (any credit over the 12th credit – when a student is billed as a full-time student – carries no additional cost, covered by financial aid if the student is financially and academically eligible).

Q. Has Standards for Students discussed setting similar limits for students in other semesters? What about summer sessions?

A. Current policy exists that limits students in good academic standing to 19 credits in Fall and Spring semesters; students not in good academic standing are limited to 15 credits in the Fall and Spring semesters by college policy. Further, there has been discussion among the Associate Deans and the Academic Appeals Committee as well as the Student Information Systems (SIS) Stakeholders Committee to place similar limits on Summer registration, but those limits are much more complicated – both technologically and in students' actual registration patterns in various sessions – due to multiple sessions being run over the summer while being considered the same term. The discussion on Summer session limits is currently tabled in the SIS Stakeholders Committee and has not yet come forth to Standards for Students for consideration.

Q. Has Standards for Students reviewed student performance during the Spring and Fall Semesters to re-evaluate the appropriateness of those limits?

A. No.

Q. Can students be assigned a J-Term specific advisement PIN?

A. Currently, not all students are assigned advisement PINS. For those who are (as determined by college policy and/or departmental practice), the advisement PIN applies to the registration window which, in our current model, is J-Term/Spring and Summer/Fall. Once a student enters their advisement PIN the first time

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they attempt to register, they are free to register for classes as they wish for both terms up to the credit registration limit.

Q. Can our system currently determine academic standing for students, at the end of the fall semester?

A. Yes, but students' registration windows for the J-term/Spring semester open in November so they can register prior to a change in academic standing. Those students who go onto probations are reviewed and addressed by the Deans' Offices to make schedule adjustments and those students who go off probation can register for additional courses.

'J-Term' Credit Limit Policy- (revised) for vote (See Appendix E)

Senator Maldonado: I read through the minutes that Vince provided and I'm going to provide answers to some of the questions that have been rolling in the past few months. Hopefully this answers some of the questions. **Senator Fujiuchi** did a great job answering some, and also chimed in with some of the technical details. But hopefully this answers some of the other questions that people may have had (see above). I did want to highlight, there was a conversation in the minutes that talked about there not being a credit limit for J-term, there is. J-term and the summer session both have the same default as fall and spring. So that means it's a 19 credit limit for students in good academic standing for J-term and 15 credits if they happen to not be in good academic standing. So there is a limit, it's just a really high limit.

Senator McMillan: Comments? Questions? Did everybody see the answers to the questions? Are there any other questions about those? Can we actually see the policy?

Senator Maldonado: Summer session is literally sitting there tabled on the stakeholder's agenda. It has been since last year. But summer session is much more complicated because there are 7 summer sessions. So that same 19 credit limit is probably the most expensive way to take 19 credits at Buffalo State because you're paying per credit. You could feasibly do 2 classes in 1 session, 2 classes in another session, which is reasonable to get to 19 but it's more complicated so it's sitting up there so the hope is we can see how J-term works and then revisit it then.

Senator McMillan: So last chance for questions, comments?

Senator Velez: How do we determine good academic standing in the short window between semesters in the fall and the start of J-term?

Senator Maldonado: Well the college has a good academic standing policy for both graduates and undergraduates and there's a CTS report that is generated once grades post in Banner. That report is generated and sent to the Associate Dean in the Dean's Office and there's a default code that happens, depending on what the student's standing was say in spring 2016. So if they are in good academic standing now, they're a second semester student at Buffalo State and they go below a 2.0, the computer automatically identifies them as a probationary student. These things can be updated based on the reviews, the probation, and the dismissal process. For instance, although the computer rolls it to probation at the end of being dismissed, there's a manual override for dismissal that the Registrar's Office does after that dismissal decision has been made by Academic Affairs. It is a timing issue with when grades go, when that rolls, and when decisions are made and adjustments. That is the process.

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Senator Velez: Are you confident that the timing issue is not going to be an issue in determining good academic standing; the timing issue with verification of good academic standing?

Senator Maldonado: The students who are registering for J-term, that registration window opens in the beginning of November, so the core grades have been posted for the fall semester. We have that current process now only with 15 and 19 credits. The current process, and it's the same for summer as well, students have already registered for the upcoming semester based on their academic standing in the current semester. Then adjustments need to happen based on whether you've gotten yourself off, and suddenly you're able to register for an additional class, or something is going on and you can hopefully work with an academic advisor to say; maybe I need to adjust some things, take less credits, that is true now.

Senator McMillan: So you didn't register?

Senator Maldonado: They are not currently being registered. The current process, because we monitor this, and even though there's not a policy, the Associate Deans and I get a list of students who have high registrations, and we look at GPAs and some students receive outreach with, "Are you sure you want to register for 15 credits this J-term?" Then there is personalized outreach to these students at this point to change things, but there's no automatic re-registration. It is similar to; if a student registers for Chem 112 for the upcoming semester and they fail Chem 111 in the current semester, there's sort of a pre-req. issue, a GPA, especially in December and Spring.

President Conway-Turner: Even though the credits are 15 and 19 for J-term, was there an informal number that Associate Deans would use to trigger some of the conversation in the past? Or is this totally new?

Senator Maldonado: This is not totally new. Generally speaking; if a student is on probation we say 4 credits, more than 4 we would be like "Are you sure?" Especially because of the financial aid, so if a first semester student freshman in the fall ends up below a 2.0, may say; "I'll fix things. I'll take 6 credits, 9 credits, 12 credits over J-term and fix things." And they actually, even though they didn't receive financial aid for the J-term necessarily, they don't go above a 2.0, they've lost their aid for the Spring. So the Associate Deans and I look out for these students, and generally speaking if we see more than 4 credits for a probationary student, or 7 for those in good academic standing, some might allow 9 to slip if you see an online class or something, but we'd have to talk to the student about it.

Senator Ninacs: I'm following up on this because; maybe I'm wrong, but it seems to me that we need to have a very specific policy in place for recognizing and shepherding students who are over-enrolled, back into what is appropriate. Because if you had different schools who approached it differently you would have an unequal situation for students, and couldn't that be something that could bring us into litigation?

Senator Maldonado: Which this policy would help because this policy would limit probationary students to 4 credits and students in good academic standing to 7. There is still the ability just like during the fall and spring semester for a credit override, if there's cause for that but in that case, you would get that from your advisor in your department so someone has lobbied for whatever that may be. So yes, I truly can't think of any bad, ethical, illegal reason to not implement this policy.

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Senator McMillan: Any other comments or questions? The policy we're about to vote on is right here, just in case you weren't sure, it's this little bit of language right at the bottom. Does anyone need me to read this or do you feel like you've read it?

Senate votes, and policy passes unanimously.

Student Welfare Committee-Joe Tucceri, Chair, Amy Rosen-Brand Vice Chair

Presents Broad Based Fee motion for vote.

Senator Tucceri: The committee met twice and decided to approve this.

Senator Floss: BSAC also provided a letter of support. SWC and BSAC have talked about the other recommendations we made in that memo and that we will work on them with the administration beginning in the fall, so we can be prepared going forward.

Senator McMillan: All those in favor of the broad based fee? The Senate approved this motion.

UNFINISHED BUSINESS

Retention Update-President Conway-Turner

Senator McMillan: At the last meeting if you recall we started talking about retention, and also advisement. Standards for Students had been working on an advisement plan with a sub-committee. We are going to start out with a conversation on retention and advisement. **Senators Kim Kline** and **Heather Maldonado** have both worked on this. I would first like to invite **President Conway-Turner** to come up and talk about this, and the charge to the committee about retention. Then we will turn it over to **Senators Kline** and **Maldonado** to talk about things we have come up with during our time in the meetings.

President Conway-Turner: Most of you know by now, that retention is something I talk a lot about since I joined Buffalo State. This is an ideal time to think about retention as we are in the process of our Strategic Plan, and retention is a real issue and topic in our discussions we have been having across campus. I put together the (CUR) Committee on Undergraduate Retention that is made up of faculty, staff and students to really look deeply and think about retention here on campus. I gave them tasks to look at data and practices here at Buffalo State and other campuses to look at how they view, and see retention, looking for good and well-documented practices to help elevate retention at varied campuses. To make short and long term recommendations as to how we can move forward. The reality in context is that, we bring in a really nice group of first year students and we retain them well for the first two years, but after that we are losing students along the way. We need to look carefully at what we are doing each and every year and also look for best practices at other campuses, to see what we should do here at Buffalo State. This is the broad picture of what I have asked the committee to do. In the same kind of period, we have gone through a planning process at SUNY. SUNY has asked us to make some clear goals about what we are going to do on many levels and retention is one of them. In those discussions with the Chancellor and the team, we have set forth some goals that are required by SUNY. Not only do we have personal and campus goals to advance retention; not only is this the best thing for our students to make sure they are successful and launching; but we also have a mandate from SUNY to make sure that we meet state-wide goals. The CUR Committee has provided some very good recommendations that I have asked the Senate to review and to give me comment on, as I look at those recommendations to move forward on campus. Other things we are doing is looking at data analytics. We are

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looking at what kind of evidence we have about our current students that can help guide and better support them. I have had many discussions with the Provost, the kinds of things she knows about what is happening around the country that can help advance us here at Buffalo State. We are sending a team as early as June to really begin to look at high impact practices that we can increase doing here. Much of the issue to close the gap for our students and make them more successful, is to look carefully how we perform some of our duties and what are some of our policies that govern them. How can we afford to do these things? These are things I have asked to Provost to look at as well. A lot of different discussions going on at the same time that can fit nicely in with each other; including the Senate's work on advisement. This is an opportunity for us to look at the recommendations from CUR. More broadly how we are thinking about retention, and some of the many things we are doing, which are dove-tailing nicely as we move forward. I am eager to hear the comments from the Senate. I was happy to see the sub-committee come together and begin to talk about this in anticipation of this discussion. I am here with open ears to hear your response and thoughts about the recommendations, and the CUR report; and also broadly about the kinds of things we know we should and can do to support our students and to increase our retention.

Senator McMillan: It has been wonderful to be thinking about this. We all know that retention is important and how critical it is for us to have a good experience for our students. But really reading these things and talking with people who are dedicated to this has been a wonderful last few weeks. I appreciate **Senators Kline** and **Maldonado** for the work they have done on this, and the people on the list that have done so much.

Senator Kline presents power point on retention practices

Senator Kline: Thank you for allowing us as a sub-committee under the Senate to have looked at the President's Committee on Undergraduate Retention (CUR) to really look at some of the recommendations they came up with. We looked at 20 high-impact practices that are currently happening. How we could take the first step, and how we can work together. This is a real accomplishment and we should be proud of this. How can we work together to take them to the next level. There are three parts in the form of an action plan.

College Senate Response to The President's Committee on Undergraduate Retention Committee Recommendations- Spring 2016

Group Members

Amy McMillan
(College Senate Chair)
Kimberly Kline
Maria Brickhouse
Jason Grinnell
Monet Lewis
Jessie Lombardo
Heather Maldonado
Ramona Santa Maria

Introduction

The President's Committee on Undergraduate Retention (CUR) Report and their Major Recommendations identify 20 high-impact practices or initiatives that the campus has either begun to implement or is poised to implement.

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The College Senate is energized to help frame the next stages of Buffalo State's plans for increasing retention and success of our students based on CUR's important work.

We advocate for the eventual adoption of the CUR Recommendations as one part of a three-part process intended to ensure student retention, persistence, success and – ultimately – completion.

Model of Institutional Action

(Tinto & Pusser, 2006; Tinto, 2011)

Three parts:

1. **Governing board**: form an overarching unbiased group of stakeholders.
2. **Comprehensive plan**: Co-construct a plan to serve as a framework of undergraduate retention, persistence, and completion for student success.
3. **Five conditions**: Package the CUR Recommendations under five conditions for connecting student success at Buffalo State.

Governing Board

- Who might this be?
- What would be the purpose of this board beyond what we are already doing at Buffalo State?

Comprehensive Plan: Co-constructed

- **Connected** – to an aspirational vision, mission, standards;
- **Produced** – by the entire community;
- **Focused** – on the real first-year experience, the sophomore experience, psychosocial barriers to success, and other factors to be identified;
- **Targeted** – to specific populations and assessing their learning based on those populations,
- **Reviewed** – by an expert individual or group of individuals who have experience with developing frameworks for undergraduate retention, persistence and completion, and;
- **Executed with Oversight** – to a high degree. (with governing board)

Five Conditions for Student Success

- Commitment
- Expectations
- Support
- Involvement
- Feedback

Academic Advisement as a Condition for Student Success

- CAC recommendations
 - Mission
 - Program
 - Organization and Leadership

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- Human Resources
- Estimated cost of CAC recommendations to achieve the desired academic advisement ratios
- \$616,200.00: course releases for full-time faculty and having adjuncts teach those full-time faculty members' courses
- \$972,209: staff advisers
- \$1,076,988: blend of staff advisers and full-time faculty
- \$9,931,678: 61 full-time faculty hires
- Advisement at Buffalo State – in order to improve the experience for students and advisers – must be governed, part of a co-constructed comprehensive plan, and encompass the five conditions of student success.
- The complete advisement “fix” may take years, but the work toward improvement must – and can – start immediately by building on what we do well and expanding that good work to reach more students.
- “The fatal metaphor of progress, which means leaving things behind us, has utterly obscured the real idea of growth, which means leaving things inside us.” - G.K. Chesterton

Overall Committee Comments

- Create an overriding educational and philosophical vision managed by a governing board that is actively engaged with student success issues and conditions, informed by Gardner’s work (2014).
- The College Senate would like to be involved in developing this framework by meeting with CUR and the Campus Advisement Committee to discuss the long term oversight and execution plan.

Senator Maldonado: We did email out the final advisement report and received feedback from CUR. There were a couple of changes made in the Commitment section from the mission/vision/commitment document. The new piece for the Senate’s consideration today is the budget area. What we have known since the fall is that there was a lot of work to do to improve advisement on campus. There were 12 areas reviewed through the CAS Self-Study and the only area we did well in was in diversity of faculty and staff advisors. The group worked on developing a mission, developing a program, organizational leadership for campus advisement. We explored what human resource an improved model would require, you can read this in the full report. We want to maintain the faculty advisement model that Buffalo State has; however we recognized that some populations need additional support; probationary students in some of the schools need additional support, certain programs that the faculty advisor ratio is well beyond the thirty students per FT faculty member that has been identified as best practice. One way to achieve that is to hire 61 FT faculty members; also to offer release time to FT faculty and have a lot of adjuncts teaching classes (at price of about \$616,000). Another way is to have staff advisors are deployed to departments where the ratio is well beyond the thirty students per faculty advisor, so that a designated staff advisor can help those departments in need. In a blended model, some additional FT staff advisors, and some additional FT faculty. There are a few different ways to accomplish the improved ratio portion of developing a revised program. Ultimately it is the decision on what is doable, and sustainable. The human resource piece is just one piece of improving advisement. There is also DOPS policy changes that need to be made to highlight the importance of advisement on campus, so faculty can say; ‘if I have to make a forced choice between my scholarship and my advising’, (which in some schools is considered teaching, and some schools considered service, just to give you a sense of difference of advisement practice) they can say; well let’s see what weight advisement will have versus my scholarship. Currently, scholarship will win every time, if they are concerned about tenure and promotion. There is also an issue with needing

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advisement cultural shifts on campus. We need better centralized information for academic advisors, and more accurate advising reports of which of your advisees are actually here on a given semester that you can talk to. Much like the current CUR recommendations, some things are already in progress and some can be done without much institutional investment. Just assigning some projects to people who have related responsibilities anyway. To truly bring about a change for student satisfaction with advisement, and the efficacy of advisement, we are going to need some structural changes as well.

The Senate's response to the CAC Report-The process we used for this review, it was a charge from the Senate and the Provost. It was co-constructed by campus governance. There are five areas for student success. Because this is a culture change there are many pieces to this puzzle that the CAC recognizes it is an evolutionary process towards progress. Building on what we do well because there are departments are doing phenomenal work. Certainly there are advisors in departments that may not have the greatest student satisfaction, but individual advisors in those departments are doing well. Expanding that 'what we do well experience' to students across campus. A quote from G.J. Chesterton, instead of thinking about progress; *"leaving behind what we did but rather keeping what we did before as a sign of growth."* Our advisement purview is part of that process and the good things that can come forward from this is where it is flowing in the same direction. You can see how the CAC Committee's work dove-tailed into some of the recommendations from CUR on retention.

Senator McMillan opens the floor up for discussion. Comments for the President or anything you feel that needs to be brought up for discussion.

Senator Stewart: Looking at the budget, I am wondering why we would allot \$900,000 for staff advising, and only \$600,000 for faculty. Faculty would know more about the expectations of each department. I could see staff advising freshman who have not decided on a major, but I think more funds should go towards faculty because we are in the trenches.

Senator Maldonado: Sure, so it is really 4 models. On the departmental data page, which starts on page14, you can see the data for fall '15 full time faculty numbers, as well as student enrollment data. In the hiring needs for appropriate ratios column, there are a couple different options. So business for example, has 13 full time faculty, with 947 majors. A full time faculty ratio of 72.8. They also have one full time staff advisor already. Earlier in the document it talks about the appropriate load for staff advisors being 200 students, and the appropriate load for a faculty advisor being 30 students. So you deduct those students from the 947 to arrive at the way to get the appropriate advising faculty in business – in this case it would be 10 full time faculty being option A. B would be one full time staff advisor, and one part time staff advisor. And then one full time staff advisor and 3 full time faculty advisors. There are merits to doing different varieties. In the document, full time faculty was often privileged. Because in addition to fixing the advising ratio, full time faculty can teach classes, they can do service, and do many things that can benefit the college. But we do know that professional advisors work well in certain situations, such as undeclared students. Departments that have professional advisors supporting them have benefited. So it is a matter of putting professional staff in particular places with particular populations if that choice is made. So, this was different budget configuration to achieve the advisement goal.

Senator Marren: I think what we are talking about is a paradigm shift. I do not see anything about getting students to think about advisement differently. A lot of times when we have freshman and transfers come in, I tell them to see there advisor right away. Looking at it from a faculty perspective, faculty do have the

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expertise. But, I also think that there are two other things that need to be considered. One is recognizing where staff can help, my department has 2 part time staff that help us. And 2nd is how to get students to think differently about advising. So we need to approach it from a student centered point of view as well.

Senator Maldonado: The committee did talk about this, and it is a reciprocal relationship. Pretty much every part of our culture needs to change. We need to change how we tell faculty that we value this. We need to convince students that this is a valuable practice. It will help if students are receiving quality advising. It is all so interconnected, which is why the committee began with a campus wide mission about what academic advising is. When we look at the undergraduate and graduate advising checkpoints, every cohort has particular checkpoints and subjective things to be talking about at a particular moment in the semester. This helps develop a sense that this isn't just a process of having to get an advisement pin just to be able to register. But rather, having meaningful conversations between faculty, students and staff.

President Conway-Turner: I would like to cosign what Joe was saying. There are a lot of changes that are occurring on campus, and what we need to do is pull them together so that they are seamless, and we can see how they connect. This is why I think it is such a great time to be thinking about making changes with what we are doing with strategic planning so that we can make something that not only sounds good on paper, but really has legs under it. We need to be holding each other accountable in order to truly make changes that students, faculty, and staff can all see. Some of the best things that we talk about, let's make them real.

Senator Miller: I think that we have multiple prongs in our approach. Looking at advisement in several ways is going to be very important, because there is no one size fits all for advising. Different departments have different requirements, and different certification issues and other aspects which are always changing. So we need a comprehensive approach, I don't see where this one thing by itself is going to do much, but maybe it can start a movement going forward.

Senator Brickhouse: I typically send out any reports to professional staff that it relates to. So if you don't mind, I do have a few responses. One person said "A caseload of 200 students for any full time advisor is an overload, especially if you have to do the intervention and follow up, as some of us act as counselors to students, which could be lost with increased caseloads."

Senator McMillan: Do we know what they caseload is for this person?

Senator Brickhouse: This advisor was not within the EOP program. I know in EOP we go up to 100 students. So as our student population continues to be what it is, we need to understand that it is not just a checklist within advisement. It is really a conversation about what is happening in a much broader sense.

Senator Maldonado: The committee did discuss these numbers. The numbers in the report are drawn from current campus practice. For college advisors, 200 is the load. It is reduced if they are teaching courses, so that is taken into consideration. We also looked at national best practices, and we found advising loads of up to 800 students.

Senator Brickhouse: The other question pertained to senate response, "In reading the materials for the senate response, no one seems to discuss diversity, and its' impact on retention. If you get a chance, could you ask the committee if they have any plans to address the diversity curriculum and the impact on retention?"

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Senator Velez: We have actually been discussing special populations, particularly African American, Latino and Native American students. A recent report from the Atlantic discussed the importance of focusing on graduation rates of black students. It has been a focus of our discussion, and we will continue to discuss this at our next meeting, which is Monday. We are aware that students of color should be a focus of ours. We specifically want to focus on student engagement in Bengal Pause, and any impact that may have on retention. We have seen data which shows that African American students have outperformed some of our other students. So before we make any changes which would impact this group, we want to be very careful as we proceed.

Senator Kline: I think that part of this action plan that the subgroup had talked about is that it is fluid enough, if we brought enough people together, they would actually vote on different populations that we want to focus on. So that would be automatically built into this plan.

President Conway-Turner: Could you clarify on what it means to vote on certain groups to focus on?

Senator Kline: I do not know that we have had across the board conversations with all constituencies represented, as we are not at that point yet. Where we would say specifically at Buffalo State in 2016 that we identify certain populations that we have to address. Whether that would be based on ethnicity, or at-risk students or transfer students etc. Perhaps I should not have used the word vote, but we want to have that dialogue and people come together and have that conversation. Whether that would be a survey of the campus community, or by other means. That is what I meant.

Senator Brickhouse: And a quick question to add, is there anything that I might have missed which directly talks about initiatives for creating deliberate collaboration between faculty and professional staff to foster appreciation for what each one does, among other things? It plays a crucial role in retention and graduation for our students.

Senator McMillan: To comment on that, Senator Kline and I met with Senator Velez and Dean Mark Severson, who chaired the committee on undergraduate retention (CUR). They are excited to have more people involved. And have more people who are dedicated to this particular problem. I know that sometimes we get elected to be on a committee, but we may not be completely excited about that committee. But what we have found is that there are many who are really interested in this. So having this report come to the senate has really benefitted us.

Senator Sherman: I want to comment on what **Senator Stewart** was saying. I agree that it is important for faculty to be a focus in any plan for advising. My interpretation of the financial numbers is not that they were giving more to professional staff instead of faculty. If I am interpreting the numbers correctly, you took \$2,300 for each course that would have been a course release, and that you would be hiring an adjunct to deal with it. Given the fact that having adjuncts in first year classes is not a good retention model. So just because that is a lower number, that does not mean it is a better way to do it because of the other consequences. The flaw of a policy like that is that we would be compounding our retention issues.

Senator Maldonado: These are just suggestions put forth on how to deal with the budget issues. One other point of clarification is when you look at the recommendation for hiring needs. The thought was that, for

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example; for business, that advisor would be a dedicated business advisor that would be trained by the department. So one of the ways to meet the ratio would be adjuncts. For a wide variety of reasons that may not be the preferred way to do it. We wanted to provide options. These are just budgetary numbers that came about using the SUNY figures available on SUNY online tool kit for creating new programs. They are faculty full time staff members and the annual course release is part of our campus cost for that.

Senator Stewart: The numbers also assume that all of those students will be coming in for advisement. Which I would hope that we consider as **Senator Marren** alluded to. We have to get students involved; we may have to create incentives for students to get involved. The thinking is that students get advised, they will be successful, which may not always be the case. My vision is to get students to the point at which early on in their career at Buffalo State, they don't need advisement. We already have Degree Works, and other documents that can help navigate getting out of Buffalo State without a lot of faculty advising. For example, if a student needs 120 credits to graduate; if they come in for advisement 6 out of 7 semesters, we give them 3 credits. We document that they have come in for that advisement. We are putting a lot of the responsibility on the faculty who are competing with students who have so many distractions outside of Buffalo State. For example, before administering a quiz today, I noticed that almost all of my students had their phones out. Also, we do have full time professors who think that advising is beneath them, I am not one of them. So we need a way to make sure that faculty are doing their job.

Senator Maldonado: The committee completely agrees, we feel that advising is much more than just Degree Works. It is coming in and developing a meaningful relationship. Our hope is that the technology is helping students not to come in and ask what Gen-Ed they need, but rather ask how that Gen-Ed will make them a better sociologist, and benefit their career plan. The committee feels that it should be faculty centered, and that professional advisors can help in certain categories.

Senator Sherman: The one other comment is that I really like the name for the committee. I like CURE instead of CUR. So we can add education to the end. So the "CURE" is going to help us retain students and keep our faculty employed.

Senator Goodman: Last year there was a preliminary report. Both times the same issue was recommended, which is updating lists of IDEW classes. I have a problem with tying grades to retention, which both reports have done. I think that it is very dangerous to tie grades to retention. Because the implication would be that easy 'A' courses are good for retention.

Provost Perreault: As I have said, it is a huge mistake to think that focusing on retention means making our courses easier. In fact the exact opposite is true. We have to raise our academic standards and demand more from our students. We have to have them reading and writing more. We have to challenge them more. It is also a mistake to think that because I have a high IDEW course that I am rigorous, and the person who has a class with A's B's and C's is not rigorous. You can be rigorous either way, but if there is a single course where one section repeatedly over years that has a high IDEW, and the others do not, this might raise a question as to what is happening in that class. That is not a question for me as the provost, but I would say that the chair should have a look at that class. We have some courses that are 60% IDEW, we have to take a look at that, if it is consistent.

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Senator Goodman: The report mentions a 30% IDEW rate, now I am not going to go into standard deviation, but the thought is that an average student should receive a C. Of course that is not true, but some faculty do uphold certain standards like that. And there are courses in which a 30% IDEW is not unreasonable. I just want to point out that both of these have tried to tie grades to retention, and I understand the concept, but I am afraid again this is implying more easier 'A' courses.

Senator Velez: The recommendations also point out the need for looking at high fail rate courses. I believe the last recommendation made it clear that we are looking into providing support for students in those courses. The committee has discussed the importance of Buffalo State providing a rigorous education. The recommendation does not seek to say that you must dumb down the curriculum in order for students to be retained. What we are saying is that we need to focus on supplemental instruction strategies in courses with high failure rates, so that students can succeed in those courses.

Senator Brickhouse: We are in an institution where grades do matter, when students fail it does impact their financial aid and their continuation at the college. Working in EOP, I also look at courses in which many students fail. What it tells me, if a student is going into psychology 101, (which is a high fail rate course) it is not because the student cannot do well in it, it may be because the student does not know how to approach that type of subject. So really I think we need to look at why students are struggling. As an institution we need to better understand what is happening. I am a firm believer that if you worked hard and got a C, then good for you. But if you did not try and got a C, that is a shame.

Senator Miller: If you look at what we would refer to as content mastery kind of instruction with supplemental support; Ohio State did a study about students taking a learning strategy course, and they found a full 0.1 GPA difference for students who had taken it. I also think that students may be struggling due to the practices of high schools. We may not be getting the same students that we were getting 10 or 20 years ago. So whether you take it from a course by course perspective, or approach it in a broader sense that can be applied to multiple courses. With academic advising, I am a big proponent that students come to campuses for lots of reasons. One of these reasons is connection. And the connection does not always come from faculty. There are also social networks for them to come in and engage in, to feel that their stay here was worth their time. This is crucial for our commuters who have to drive a half hour to get here. As far as mentorship, that sounds like a touchy subject, when being asked to mentor all of your advisees, as they might have someone else they can be mentored by.

Senator McMillan: I would like to wrap this discussion up but I don't want to end the discussion, I will take two more comments, and if you any further comments or questions, send them to myself or **President Conway-Turner** or anyone else involved.

Senator Sherman: In addition to the student support issues, there are also support issues for faculty. Most college faculty have not been trained in terms of best educational practices, and what the correct idea of rigor is. Some of the problem is that there are multiple choice exams which split hairs on several topics, and maybe we need more professional development for those professors. A large concern I hear from students is with these multiple choice exams with 25 questions, and you miss a few questions and all of the sudden you are failing. Is that really assessing learning? I do not think it is.

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Senator Wall: University College has three courses under Dr. Park, who would be delighted to work with departments that may need additional help. In terms of everything that we have heard on advisement, looking at students who have a GPA between a 2.0 and a 3.0 after their first year. These students are not on our radar because they are not failing. Let's say they maybe fail one course each semester, but are above a 2.0 overall, and eventually they just drop off. Lastly, there has been no mention made of residence halls and the tripling of the rooms. We also are working on creating a new 1 credit course called; Bengal Basics. This course will aim to introduce students to the culture of higher education.

NEW BUSINESS

Bookstore report

- Presented by Lynn Puma, Manager Barnes & Noble & Rebecca Lucas, textbook manager @ Buffalo State

Textbook Requisitions/Adoptions Impacting Affordability

Lynn Puma: At Barnes & Noble College, our number one priority is to help drive student success. Our core responsibility is to provide students with the most affordable and useful course materials they need to be successful. Equally important is ensuring that faculty can order the best materials for their courses. How can you help us achieve this?

How late adoptions affect affordability & success?

As of 12/21/15 we had only 61% of our textbook adoptions for Spring 2016, which equates to nearly 1,000 titles still to be ordered. How can we possibly serve our faculty & students with this magnitude of late orders?

- Over 12,000 books were rented in Fall 2015 - without a timely adoption we were unable to hold onto thousands of used books
- Students receive 50% cashback at buyback for books being used in the upcoming semester - without an adoption in place we were unable to buyback thousands of used books
- Late adoptions limit our used book options, decrease publisher availability and hinder our ability to research affordable options
- Students rely on the book information provided on our website, and shop early for the most affordable options. We begin receiving online orders upon student registration; utilizing registration integration and our convenient shipping and in-store pick-up
- Having to order, receive, and shelve thousands of books so close to the start of classes hinders our ability to serve our faculty. Early adoptions allow us to contact professors with out of print, out of stock, new editions, and low cost solutions.

Rebecca Lucas: Faculty Enlight is a key component to support faculty and fuel student success. Faculty can view different book formats and weigh the cost to students so they can adopt the best materials for their courses to deliver great student outcomes. The college is required by the Higher Education Opportunity Act (HEOA) to make college affordability transparent for our students. Timely adoptions allow the college to comply with this law. As of Tuesday, April 5th, we are at 13% of adoptions for Fall 16, while registration began April 6th. 82% of our titles were available for rent with **used rentals** being the most affordable adoption. Students saved \$849,451 by renting this academic year. If the rest of the adoptions would have come in on time we could have saved them \$1,000,000. 68% of our units sold were new books and new rentals, because all of those late adoptions we were not able to hold on to the used books coming in from the previous semester. As well as when we try to order them, as the publishers were out of stock.

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Barnes & Noble College Bookstores are now price matching our online competitors (Amazon, Chegg, and B & N.com). Offering this option is saving our students money and helping them achieve the education they deserve. The students can come in tell us they found a better price, and we will match it. They save so much more. Having 100% adoptions and all books available for the start of classes, at affordable prices, will greatly enhance student success and college retention rates. Thank you for letting us be here today.

Lynn Puma: We really would like your help to get this information out to the other faculty.

Senator Maldonado: Is there a process if you are not using a textbook, the class I teach I have students access purely journals. It won't help the savings piece, but it will with the 13%, if you know that I am not going to use a book.

Lynn Puma: Yes we can do that. It just tells us you are not using a book.

Senator Sherman: This is important to get into all faculty hands not just the Senate. We need to come up with a process to be endorsed by the upper administration saying this is why it is so important to read through this and understand it. We as Senators do not have the lists. It would be better coming from them, rather than the usual chain of command; dean, dept. chair to faculty.

Senator Rosen-Brand: Late adoptions wreak havoc with some of our students at disability services. I attain alternate formats, pdf, daisy reader formats. If the students cannot get the books until week 2, I am trying to get the materials ASAP. For the fall semester I work throughout the summer trying to find books for students for the fall semester. Usually it states book orders pending, and I have the students calling the department, because as soon as I get that information the sooner I can get the books. Adoptions that are a higher percentage that will be helpful to our students. I have 40-50 students that I help attain books for every semester. One other issue, when there is a bundle component of two or three books, if the ISBN is strictly for the bundle component then I cannot get the materials. If ISBN could be broken down into components that would be helpful.

Lynn Puma: By giving us more time, we can do that. We can offer all options (digital, book option) it takes a lot of time to do that. We fill over 40,000 web orders. We cannot do that in January. We work with our faculty and want to provide the best service and also for adjuncts that late into the semester. Student shop early now as part of their budgeting to get the best price for their books. We want the students to be successful in their education.

Senator McMillan: When I met with these two amazing people I discovered they work with students that have come to them after classes start and they do not have a book. They look at the class syllabus and find the book for them. There are many of us that do not have this problem, but we do have to get this information out there.

Both **Lynn** and **Rebecca** mentioned the handout information at the sign-in table, and to pass it around.

CONSTITUENT QUESTIONS (CQ's)

- There were no CQ's.

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Adjournment: 5:32 pm

APPENDICES

Appendix A

Community Policing Philosophy motion endorsement-presented by Faculty & Staff Welfare Committee, Senator Amitra Wall, Chair

Faculty and Staff Welfare Committee

Endorsement motion of Community Oriented Policing Philosophy April 8, 2016 presented to the Senate

The faculty and staff welfare committee met and discussed the Community Oriented Policing Philosophy as developed by the Buffalo State Community Policing Advisory Committee.

The committee recognizes that Buffalo State College is a community that values positive relationships between all members of the community and the University Police.

The committee agrees that Community Oriented Policing Philosophy is consistent with the literature and best practices (Lombardo and Lough 2007; Jacobsen 2014; and Wilson and Wilson 2015).

Hence, the faculty and staff welfare committee endorse the Community Oriented Policing Philosophy as developed by the Buffalo State Community Policing Advisory Committee.

Appendix A-1

Buffalo State Creed motion endorsement-presented by Faculty & Staff Welfare Committee, Senator Amitra Wall, Chair

Faculty and Staff Welfare Committee

Buffalo State Creed- Spring 2016 April 8, 2016 presented to the Senate

Whereas Buffalo State College is an academic institution committed to fostering a civil and caring environment for all members of the campus community

And

Whereas the Compact for a Civil and Caring Academic Community is meant to foster conversation, interaction, and reflection on behavior as a way to promote understanding of self and others in the context of a shared community

And

Whereas at first year convocation Buffalo State College students pledge to uphold the Compact for a Civil and Caring Academic Community - which is an understanding of what behaviors contribute to achieving our mission, vision and core values

And

Whereas each individual at Buffalo State College is integral to the realization of our mission, vision and core values and is responsible for demonstrating behaviors consistent with the Compact for a Civil and Caring Academic Community

And

Whereas any organization becomes more effective as people understand, internalize and practice the norms associated with being a member of that community

And

Whereas faculty, staff, students and external constituencies look to those in campus leadership positions as true representatives of Buffalo State College, its mission, vision and core values

Be it resolved that we endorse the Buffalo State College Creed:

As employees of Buffalo State College, we support its mission, vision, and values. We are:

- Committed to academic, professional and service excellence,
- Dedicated to treating all persons and their ideas with respect, and
- Willing to work collaboratively to problem-solve and address conflicts with integrity and good will.

As employees we pledge to model the behaviors consistent with our expectations for students as outlined in the Compact for a Civil and Caring Academic Community.

And further be it resolved that we resolve to act in a manner consistent with this Creed

Appendix B

The Instruction and Research Committee of the Buffalo State College Senate moves that the following revised version of DOPS IV:07:00 be adopted:

* the current policy is attached

**BUFFALO STATE COLLEGE
DIRECTORY OF POLICY STATEMENTS**

Policy Number: IV:07:00 Date: Spring 2016

Subject: Distance Education Policy

It is recognized that offering of distance education courses/programs has the potential to significantly affect the institution's student population, curriculum, and modes as well as venue of instruction. While the technologies involved in distance education are constantly changing, for the purpose of this document it is sufficient to recognize that their use takes three broad forms: 100% online

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(asynchronous or synchronous), combined online (asynchronous and synchronous), and hybrid/hybrid plus (delivered online and in a classroom) as defined in DOPS Policy IV:07:03 on Instructional Modalities. The current recommendations are designed to apply to all forms of distance education.

I. Rights and Responsibilities of the University and Faculty

A. Course Approval and Enrollment

1. All Courses offered through distance education formats must meet the academic quality standards set by SUNY Buffalo State. No fundamental distinction exists between the review and approval processes for traditional and distance education courses.

2. All courses offered through distance education will be determined in the same manner as on campus courses.

3. Course enrollments for distance education classes will be determined and approved in the same manner as enrollments in on-campus classes.

B. Academic and professional employees will be provided with opportunities to learn the technology necessary to conduct any distance education courses they are asked to teach.

C. Course-related materials containing personally identifiable student information for distance education classes should be as confidential as the medium allows consistent with appropriate student access and SUNY and state policy.

D. It is understood that faculty members will continue to create traditionally expected course-related materials, such as syllabi, assignments, and tests, for students in their program or department regardless of the method of dissemination, and use of such materials in classroom/instruction will be without the expectation of royalty payments (refer to the section dealing with intellectual property right).

E. Courses and course materials will meet the requirements of the Americans with Disabilities Act (ADA).

F. If a specific technology is needed for a course, faculty must inform students of hardware and software requirements in addition to prerequisite level of computer expertise.

G. Faculty should provide adequate, individualized, and timely interaction with students.

H. Faculty who teach online will provide synchronous office hours online.

II. Rights and Responsibilities of Students

A. Students enrolled in distance education courses are required to have access to the internet.

B. Students can expect to be informed of hardware requirements, software requirements, and the prerequisite level of computer expertise necessary for their courses.

C. Students with disabilities requiring special accommodations must identify themselves to the Office of Students with Disabilities.

D. Students can expect to receive adequate, individualized, and timely interaction with faculty members and, where appropriate, fellow students in distance education courses.

E. Students will have access to appropriate library resources, technological assistance and student support services.

III. Specific Rights and Responsibilities Related to Intellectual Property and Copyright of Distance Education Course Materials at SUNY Buffalo State.

A. Overview

All copyrights to any works (including intellectual creations stored on printed age, videotape, CD-ROM, or any other medium) produced by academic or professional employees will be assigned using the definitions of and according to the Policies of the Board of Trustees of the State University of New York. <http://system.suny.edu/academic-affairs/faculty/facultyownership/>

B. Clarification

1. Except as limited below in paragraphs III B 2 and B 3, it is understood that intellectual property created by a faculty member or professional employee will remain the property of faculty member or professional employee for perpetuity or so long as the law allows.

a) Any rebroadcast or redistribution of materials developed by academic or professional employees will require permission from the individuals who created the materials.

b) A distance education course, like any other course, is the intellectual property of the faculty member who creates it, and the use of such property is contingent upon gaining the permission of the individual who created the course.

c) Permission to revise or use recorded distance education classes and related materials can be granted only by the instructor responsible for its production.

d) Where two or more individuals are involved in the planning, design, or composition of a distance education course, it is recommended that the parties involved assign ownership through contractual agreement.

2. The college is the sole owner of intellectual property when it expressly directs a faculty member or professional employee to create a specified work, or the work is created as a specific requirement of employment, such as might be included in a written job description.

3. The college and faculty member or professional employee are joint owners of intellectual property when the college has contributed support and/or facilities that go beyond what is traditionally provided. Such arrangements should be clarified through contractual agreement.

IV. Resources

Distance education resources will be adequate to meet external accreditation standards set by the Middle States Commission on Higher Education, the New York State Department of Education, the State University of New York and the Americans with Disabilities Act. More specifically, SUNY Buffalo State will, within the available budget:

A. Provide academic and professional employees with appropriate instructional technologies for distance education classes.

B. Provide instructors with needed supplies as well as clerical, technical, instructional design, computing, multimedia, and library support services.

C. Implement a series of development activities for academic and professional employees to encourage them to examine educational possibilities in distance education and to receive training in the use of various technologies. The purpose of the activities is to improve teaching effectiveness and competence and increase employees' comfort level with the pedagogy and technology of distance education.

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D. Provide distance education students with access to appropriate library resources, administrative processes, technological assistance, and student support services.

Appendix B1—*Current DOPS Distance Learning policy

BUFFALO STATE COLLEGE

DIRECTORY OF POLICY STATEMENTS

Policy Number: IV:07:00 Date: September 12, 2002

Subject: Distance Learning Policy

It is recognized that offering of distance education courses/programs has the potential to significantly affect the institution's student population, curriculum, and modes as well as venue of instruction. While the technologies involved in distance education are constantly changing, for the purpose of this document it is sufficient to recognize that their use takes three broad forms. In one case, distance education technology is utilized for providing course information, but the course otherwise remains fundamentally unchanged from the traditional format. Alternatively, the use of distance education technology can fundamentally alter the course. For instance, this might include online interactivity with the class. Another form would be a course that is entirely offered via the Web. The current policy is designed to apply to either form of distance education.

I. Academic Standards

- A. All Courses offered through distance education formats must meet the academic quality standards set by the SUNY College at Buffalo. No fundamental distinction exists between the review and approval processes for traditional and distance education courses.
- B. Course enrollments for distance education classes will be determined in the same manner that enrollments in traditional classes are approved.

II. Rights and Responsibilities of the University and Faculty and Students

- A. Policies in place for issues such as establishing class size, evaluating staff, and making assignments apply to courses taught in a distance education format and do not need to be altered simply based on the technology associated with the instruction. However, until distance education is more widely practiced at Buffalo State College, tenure and other reviews of faculty/staff with extensive involvement in distance education will include input from individuals with distance education expertise to the extent practicable.
- B. Academic and professional employees will be provided with opportunities to learn the technology necessary to conduct distance education courses they are asked to teach.
- C. All offering of distance education courses will be determined in the same manner as on-campus courses.
- D. Course-related materials, including but not limited to computer files, data, disks, electronic mail, and local area network communication, for distance education classes should be as confidential as the medium allows consistent with appropriate student access and SUNY and state policy.
- E. It is understood that faculty members will continue to create traditionally expected course-related materials, such as syllabi, assignments, and tests, for students in their program or department regardless of the method of dissemination, and use of such materials in classroom/instruction will be without the expectation of royalty payments (refer to the section dealing with intellectual property right).
- F. If a specific technology is needed for a course, students must be informed in the class schedule of hardware requirements, software requirements, and the prerequisite level of computer expertise necessary.
- G. Students can expect to receive adequate, personal, and timely interaction with faculty members and, where appropriate, fellow students in distance education courses.
- H. Students in residence at Buffalo State College who are required to take distance education courses are provided with campus-based Internet access.

(Please note: Section III was approved by the College Senate on October 20, 2000; only minor word changes have been made in this revision).

III. Specific Rights and Responsibilities Related to Intellectual Property and Copyright of Distance Learning Course Materials at Buffalo State College.

A. Overview

All copyrights to any works (including intellectual creations stored on printed page, videotape, CD-ROM, or any other medium) produced by academic or professional employees will be assigned using the definitions of and according to the Policies of the Board of Trustees of the State University of New York.

B. Clarification

1. Except as limited below in paragraphs III B2 and B3, it is understood that intellectual property created by a faculty member or professional employee will remain the property of faculty member or professional employee for perpetuity or so long as the law allows.
 - a. Any rebroadcast or redistribution of materials developed by academic or professional employees will require permission from the individuals who created the materials.
 - b. A distance education course, like any other course, is the intellectual property of the faculty member who creates it, and the use of such property is contingent upon gaining the permission of the individual who created the course.
 - c. Permission to revise or use recorded distance education classes and related materials can be granted only by the instructor responsible for its production.
 - d. Where two or more individuals are involved in the planning, design, or composition of a distance education course, it is recommended that the parties involved assign ownership through contractual agreement.
2. The college is the sole owner of intellectual property when it expressly directs a faculty member or professional employee to create a specified work, or the work is created as a specific requirement of employment, such as might be included in a written job description.

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3. The college and faculty member or professional employee are joint owners of intellectual property when the college has contributed support and/or facilities that go beyond what is traditionally provided. Such arrangements should be clarified through contractual agreement.

IV. Resources

Distance education resources will be adequate to meet external accreditation standards. More specifically, Buffalo State College will, within the available budget:

- A. Provide academic and professional employees with appropriate instructional technologies for distance education classes.
- B. Provide instructors with needed supplies as well as clerical, technical, instructional design, computing, multimedia, and library support services.
- C. Implement a series of development activities for academic and professional employees to encourage them to examine educational possibilities in distance learning and to receive training in the use of various technologies. The purpose of the activities is to improve teaching effectiveness and competence and increase employees' comfort level with the pedagogy and technology of distance education.
- D. Provide distance education students with access to appropriate library resources, technological assistance, and student support services.

Appendix-C

Motion on Academic Calendar Construction Policy

Prepared by the College Senate Instruction & Research Committee-Senator Scott Goodman, Chair

Whereas, SUNY Policy requires that campuses provide a minimum of 15 weeks of instruction each semester;

Whereas, a 15-week semester schedule requires the equivalent of 42 Monday/Wednesday/Friday classes or 28 Tuesday/Thursday instructional days each semester for regularly scheduled classes, plus CEP week;

Whereas, our students benefit from a greater exposure to and interactions with faculty in the classrooms; and

Whereas, Buffalo State's current calendar construction policy, adopted by the College Senate in 2010, provides fewer instructional days than proscribed by SUNY policy and generally acknowledged as being required for awarding credit, particularly for 3-credit hour courses meeting on Monday, Wednesday, and Friday;

Therefore, be it resolved that the following revised version of the Academic Calendar Construction Guidelines Policy should be adopted.

Appendix-C-1

BUFFALOSTATECOLLEGE DIRECTORY OF POLICY STATEMENTS

Policy Number: 1:19:00 Date: May 2010

SUBJECT: Academic Calendar Construction Guidelines

In establishing the Instructional Calendar, the following trustees' policies and/or legislation apply:

New York State and Trustee policy requires that the instructional year include a minimum of 30 weeks of instruction during the traditional 9 or 10 months of instruction, inclusive of periods of examinations. If the conventional semester plan is followed, a semester must contain 15 or more weeks of instruction, inclusive of periods for examinations. Other patterns may be developed with the approval of the chancellor; however, the total of all instructional periods must provide the equivalent of a minimum of 30 weeks during the 12-month period. (Source: memorandum to the Presidents, dated February 18, 1981, Subject: Guidelines for Development of the Campus Instructional Calendar)

Colleges must allow sufficient time in the instructional calendar for students to register for courses, and make up examinations and other assignments due to religious observance. University policy specifies that campuses accommodate, to the extent possible, religious holidays when developing the instructional calendar. (Source: Education Law, Sections 224-a)

The following guidelines, as approved by the College Senate are hereby approved for the Construction of Buffalo State academic calendars:

Fall semester:

1. The first day of classes will be on the last Monday in August with classes not held on Labor Day.
2. There will be a two-day Fall Recess beginning on the second Monday of October, which will coincide with the legal holiday Columbus Day.
3. No classes will be held Wednesday through Saturday during the week of Thanksgiving Day.
4. The final day of the regular instruction schedule should be the Friday in December at the end of the 15th week of the semester. This will be followed by a period of four days with a revised schedule during which students will have final critiques, present final reports, or take final examinations.

Intersemester:

1. There will be a three week intersemester beginning the first Monday in January, unless the first Monday is the legal observance of New Year's Day. In such a case the intersemester will begin on the Tuesday after the holiday. In years that the intersemester begins on the Tuesday the Registrar will adjust instruction periods as necessary to ensure compliance with SUNY guidelines regarding contact hours required for credit.

2. Martin Luther King Day will be a holiday with no classes

3. Should weather require the cancellation of classes, the college will hold classes on the final Saturday of the intersemester.

Spring semester:

1. The first day of the spring semester will be the last Monday in January.

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2. There will be a Presidents' Day recess utilizing the Monday legal holiday in February. The Monday will be a holiday on which the college will close in observance of the legal holiday.
3. There will be a spring recess of six consecutive days without classes beginning on the Monday of the ninth week of the spring semester.
4. The final day of the regular instructional schedule for the spring semester will be the Friday in May at the end of the 15th week of the semester. This will be followed by a four day period with a revised schedule during which students will have final critiques, present final reports, or take final examinations. This week will be followed by Commencement.

Appendix 1 – Comparison of current Academic Calendar to SUNY policy and other schools

FALL 2016 Instructional Days

School	Start	Labor Day	Fall Recess	Vet's Day or other	T'giving	End	Study Day	MWF (days)	TR (days)
Buffalo State	8/29 (M)	M	M	F	W- F	12/8 (R)	F	39	29
Fredonia	8/22 (M)	M	M, T	T*	W- F	12/9 (F)		44	29
Brockport	8/29 (M)	M	M, T		W- F	12/9 (F)		41	28
Geneseo	8/29 (M)	M	M, T		W- F	12/12 (M)	T	42	28
UB	8/29 (M)	M			W- F	12/9 (F)		42	29
Oswego	8/29 (M)	M	M, T**	W**	W-F	12/9 (F)		40	28
Cortland	8/29 (M)	M	M, T		W-F	12/9 (F)		41	28
Oneonta	8/29 (M)	M	M, T		W-F	12/12 (M)	T	42	28
Canisius	8/29 (M)	M	M, T		W-F	12/9 (F)		41	28

* Professional Development Day

** Jewish Holidays are observed

SPRING 2017 Instructional Days

School	Start	Pres. Day	Spring Recess	Easter or other	End	Study Day	MWF (days)	TR (days)
Buffalo State	1/23 (M)	M, T	M-F		5/4 (R)	F	40	27
Fredonia	1/18 (W)	F*	M-F	M*	5/5 (F)		42	29
Brockport	1/23 (M)		M-F	W**	5/5 (F)		41	28
Geneseo	1/17 (T)		M-F	T**	5/2 (T)	W	42	28
UB	1/30 (M)		M-F		5/12 (F)		42	28
Oswego	1/23 (M)		M-F	F	5/5 (F)		41	28
Cortland	1/23 (M)		M-F		5/5 (F)		42	28
Oneonta	1/18 (W)		M-F		5/2 (T)	W	42	28
Canisius	1/17 (T)	M, T	M-F	F	5/5 (F)		42	28

* Professional Development Day

** Scholars Day/Great Day (Student Creativity and Research Celebration)

2016-2017 Academic Year Instructional Days

School	Total MWF	Total TR (MWF equiv.)
Buffalo State	79	84
Fredonia	86	87
Brockport	82	84
Geneseo	84	84
UB	84	85.5
Oswego	81	84
Cortland	83	84
Oneonta	84	84
Canisius	83	84
SUNY policy	84	84
14 weeks, 2 semesters		

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Appendix-D

Revisions to the Leaves of Absence Policy- for vote by the Standards for Students Committee, Senator Heather Maldonado, Chair

Whereas Buffalo State College currently has three ways – Unofficial Leave of Absence, Leave of Absence, and Medical Leave of Absence – for a matriculated undergraduate or graduate student to be absent from the college for two years;

Whereas the same outcome is achieved through three processes – do nothing, fill out a form to have signed by the dean, fill out the same form to be signed by the director of the health center upon receipt of medical documentation and then by the dean – which creates process confusion for students, faculty, and staff;

Whereas the same outcome is achieved through three processes but there is a different form to fill out for Leaves of Absence and Medical Leaves of Absence depending on if a student is an undergraduate or graduate student, which creates process confusion for students (especially those who completed their undergraduate degrees at Buffalo State and encounter a different process as a graduate student), faculty, and staff;

Whereas the current policies prevent probationary students from taking Leaves of Absence when they are, perhaps, the students most in need of a leave from school in order to not further damage their academic progress;

Therefore:

BE IT RESOLVED THAT Buffalo State revise its three Leaves of Absence policies into the following consolidated policy to be implemented in a process consistent for undergraduate and graduate students, effective Fall 2016:

Leaves of Absence

Matriculated undergraduate and graduate students who wish to leave the college for academic, financial, medical, military, or personal reasons may be granted Leaves of Absence of one full calendar year. Leaves may be renewed one time, for a maximum absence of up to two full calendar years. Students who do not either renew Leaves of Absence prior to their expiration or register for courses for the semester after their Leaves expire, will be administratively withdrawn and must apply for readmission to the college when they are interested in resuming their progress toward degree. Upon return from Leaves of Absence, students will be allowed to complete the program requirements in place at the time they took the Leave of Absence. If students change their majors when they return, they will be required to meet the curriculum of the new programs in place at the time of their return. Students should seek financial aid eligibility consultation and academic advisement prior to registering for courses for their return semester. Students will not receive credit for courses taken at another institution while on a Leave of Absence unless an approved Off-Campus Study form is submitted to the Registrar's Office prior to taking courses elsewhere. Students participating in Study Abroad or National Student Exchange programs through SUNY Buffalo State do not need to apply for Leaves of Absence but they should complete Off-Campus Study forms prior to going on exchange. If students wish to take Leaves of Absence during a semester already in progress, Leaves of Absence forms must be received in the Registrar's Office no later than the last day of classes in that semester. Leaves of Absence will begin on the date the students initiate the Leave of Absence request; this date will be used to calculate financial aid eligibility.

Current Policies:

<http://www.buffalostate.edu/academicaffairs/x559.xml>

<http://catalog.buffalostate.edu/undergraduate/registration-information.htm>

<http://catalog.buffalostate.edu/graduate/leave-of-absencewithdrawal-from-college.htm>

(Note: Academic Dismissal and Withdrawal from College policies remain unchanged.)

Undergraduate Unofficial Leave of Absence

Students with 2.0 or higher GPAs who discontinue attendance without taking a leave of absence can register for classes without applying for readmission for up to four fall or spring semesters beyond the semester in which they were last registered. Baccalaureate graduates and students with less than 2.0 cumulative GPAs retain registration eligibility for only one fall or spring semester beyond the semester in which they were last registered.

Undergraduate Medical Leave of Absence Medical leaves of absence of varying lengths of time are granted for documented serious injury or illness. After obtaining a Leave of Absence/Withdrawal form, students requesting a medical leave of absence should report to the Weigel Health Center. To receive a medical leave of absence, students must complete the form and provide a physician's statement that includes the specific semester(s) for which the leave is being requested, diagnosis/reason for the leave request, and a recommendation from the physician that the medical leave be granted.

Undergraduate Leave of Absence Matriculated students who wish to leave the college for personal or financial reasons may be granted leaves of absence of two full years (four fall/spring semesters) beyond the semester in which they were last registered, as long as they are in good academic standing with a minimum GPA of 2.0. A leave will not be granted to study at another college or university.

An application for a leave during a semester already in progress must be received in the Registrar's Office, Moot Hall, no later than the last working day before the Critique and Evaluation period. Note: Deadline is now the same as Withdrawal from College.

These approved leaves will begin at the date the request is received in the Registrar's Office.

Graduate Leave of Absence/Withdrawal from College

The Graduate Application for Leave of Absence form can be obtained in the Graduate School Office, Cleveland Hall 204, by phone (716) 878-5601, or by emailing the Graduate School at gradoffc@buffalostate.edu. Matriculated students who wish to leave the college for personal or financial reasons may be granted leaves of absence of two full years (four fall/spring semesters) beyond the semester in which they were last registered. A leave will not be granted to study at another college or university.

If withdrawing, or if the leave should extend beyond two years, the student will need to reapply for admission into his/her desired program. To avoid receiving failing grades, students must also officially withdraw from classes in Banner. To withdraw without penalty after the 10th week, students need to file a petition with the Academic Appeals Committee. Financial Aid Office Student Accounts The student is encouraged to contact the Financial Aid Office and Student Accounts to determine any financial implications that may occur. For additional information about financial aid, refer to the financial aid section of this catalog.

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Appendix-E

Revisions to the J-Term Credit Limit Policy- for vote by the Standards for Students Committee, Senator Heather Maldonado, Chair

J-term Credit Limit Policy

Introduced at the March 2016 Senate Meeting

by the Standards for Students Committee

Whereas college policy currently limits the number of credits in which undergraduate and graduate students can enroll in during the fall and spring semesters;

Whereas processes exist to grant students semester credit overrides, if warranted;

Whereas J-term courses are offered in a very compressed schedule compared to fall and spring semesters;

Whereas students registering for excessive credits during J-Term also demonstrate an increased percentage of unsuccessfully completed J-Term credits (J-term 2016 data: 1 cr = 39 students [.03% unsuccessful completion]; 3 cr = 382 students [.02% unsuccessful completion]; 6 cr = 144 students [18% unsuccessful completion]; 9 cr = 20 students [30% unsuccessful completion]; 12 cr = 4 students [50% unsuccessful completion]; 18 cr = 4 students [50% unsuccessful completion]);

Whereas J-term financial aid is considered part of the student's spring financial aid and, thus, use of J-term financial aid reduces a student's spring financial aid eligibility and, further, J-term registrations can negatively impact upcoming semesters' financial aid eligibility (i.e., turning a student on federal aid warning into ineligible for federal aid due to unsuccessfully completing J-Term classes).

Therefore:

BE IT RESOLVED THAT Buffalo State College adopt the following J-term Credit Limit policy, with implementation suggested at the start of J-term 2017:

Undergraduate and graduate students are limited in their J-term registrations to a maximum of 7 credits for students in good academic standing and credit limit of a maximum of 4 credits for students not in good academic standing. Maximum credit overrides may be approved by academic departments for students in good academic standing or by Dean's Offices for students not in good academic standing.