

# Buffalo State College

The State University of New York

## • COLLEGE SENATE MEETING •

### Minutes/Summary

APRIL 10, 2020 – ZOOM ROOM, 3 P.M.

<u>PRESENT</u>			<u>EXCUSED</u>
Adamo	Grinnell	Riggie (interim Parliamentarian)	Gellin
Annas	Jones	Rosen-Brand	Hopkins
Bajus	Kline	Santa Maria	
Barnum	Knowles	Sarratori	
Brickhouse	Lazich	Schmidt	
Burch	Loehr	Sharma	
Carson	Macho	Shively	
Cole	Maguire	Todd	<u>ABSENT</u>
Conway-Turner	Maldonado	Toohey	Boakye
D'Angelo	Marren	Vince Garland	Brown-Cruel
Denysschen	Mayrose	Wadsworth	Carter
Du	Mazzotta	Williams	Delmonte-Bido
Edmond	Mernitz	Woznick	Easy
Ettestad	Morales	Zhang	Jairam
Fujiuchi	Nikischer	Zientek	Jean-Baptiste
Fulcher-Rood	Patti		Land
Garrity			Moise
Gordon			Mosley
			Nweke

**The Zoom Senate Meeting of April 10, 2020**  
**\*The Official Record of the Senate- mp3 Audio Podcast:**

\*Please go to the Official Podcast to hear all audio with full dialogue on reports, discussions, etc. from each Senate meeting.

<https://newsandevents.buffalostate.edu/podcasts/college-senate-meeting-april-10-2020>

Pre-call: **Senator Kline** briefed attendees on the Zoom protocols, and to mute their microphones.

**CALL TO ORDER:** **Senator Marren** officially called the meeting to order at 3:01p.m. **Senator Marren** gave a remembrance to a colleague and longtime BSC faculty member, and a former past senator, **Dr. Roswell Park IV**, who passed away on April 8th after a lengthy illness.

I must begin with a fond remembrance. **Ros Park**, who died earlier this week, was a longtime member of this Senate, a committee chair, and he also served as a member of the Curriculum Committee for many years.

When my father really respected and liked someone, he'd always say that person was "a gentleman and a scholar." All of us who knew **Ros** could say that about him dozens of times over. He was one of those people you'd meet walking across campus, or grabbing a bite in the Union, or sitting in a Senate meeting, and you couldn't help leaving and feeling a little better about life. His joy was genuine and infectious and freely given to everyone.

When I was chair of the Communication Department, I'd get calls from **Ros** asking for help or consideration for one of his Individualized Study students. Being a chair, I was always all about policy. **Ros** being **Ros** was always all about empathy and humanity and charity and, well, common sense. So, we'd hash it out and every time **Ros** converted me to his way of thinking because he cared and because he wanted us to care. He wanted to do as much as he could for all students. **Ros** was the embodiment of what Lincoln called "the better angels of our natures."

He was one of our best and we're going to miss him. Our thoughts and prayers go out to his family, especially his wife, **Deb**, who is a colleague of mine in COM. I ask for a moment of contemplation and reflection as we fondly remember our friend.

**ADOPTION OF THE AGENDA:** **Senator Marren** presented the agenda. It was moved and seconded. The April 10, 2020, agenda was adopted as presented.

**PRESENTATION OF THE SENATE MINUTES:** **Senator Marren** presented the minutes summary of March 13, 2020. Hearing no substantive changes, the minutes were accepted as presented. For completed viewing of minutes past and presented, go to:

<https://collegesenate.buffalostate.edu/senate-meeting-summaries>

**REMARKS OF THE PRESIDENT**

**We urge everyone to listen to the President's Remarks, and all reports under her remarks presented.**

**The President Remarks begins at: 5:04 into podcast**

<https://newsandevents.buffalostate.edu/podcasts/college-senate-meeting-april-10-2020>

***President Conway-Turner spoke on the ongoing COVID-19 situation.***

***President Conway-Turner*** shared her appreciation to everyone for the hard work being done, for supportive efforts and working together at this critical time. She thanked everyone who came to the forefront and helped our students.

***The President*** welcomed our new ***Provost, Jim Mayrose***, thanking him for taking on his new role at BSC, and for his hard work and support during this crisis. She thanked all of her ***Vice Presidents; Tim Gordon, Laura Barnum, Jackie Malcolm, and James Finnerty*** for work in their areas that have kept the campus operating on all levels and, most importantly, for our students.

The President then introduced ***Provost Mayrose*** who gave his report.

**The report begins at: 8:03 into recording**

**<https://newsandevents.buffalostate.edu/podcasts/college-senate-meeting-april-10-2020>**

***Provost Mayrose*** thanked everyone for their hard work, and the amazing ways people are helping each other out. He also thanked the Senate for the emergency meeting that approved a resolution to allow policies on campus to be revised for our students during this COVID-19 plight.

- We have created a; 'Keep Teaching – Keep Learning' website for students; to assist with technologies, Power Points, and other resources.
- Blackboard Collaborative is a place to sign up for workshops.
- Registrar PINS are needed only for first-year students, undecided, and students on probation; the college has also removed registration holds.
- Pass/Fail Policy has been revised.
- Registration is open, so please help students and be lenient with them, as they too are going through a lot as we all are.
- Students will need catch-up time because of the displacements incurred by this situation.

**Student Affairs Report- from Vice President Gordon: begins at 12:15 into recording**

A Power Point was used and is available on the Senate website under **Reports to the**

**Senate:** **<https://collegesenate.buffalostate.edu/reports-senate-2015-2020>**

**Please listen to the podcast for the full report.**

**<https://newsandevents.buffalostate.edu/podcasts/college-senate-meeting-april-10-2020>**

- Supplying necessities to students in need.
- Chartwells delivering meals daily to students.
  - 2,100 meals per week delivered.
  - Allow students to use dining dollars.
- Health & wellness, vital service being provided to students:
  - 106 virtual health appointments
  - 115 wellness calls.
  - Some in person appointments, limited to keep our Weigel staff safe from exposure.
- There is a virtual Bengal Ambush
  - 70 virtual programs.
  - 3,699 views.
  - 2,315 engagements.

- Video digest.

**Marketing and Enrollment- from *Vice President Malcolm*: [begins at 19:34 into recording](#)  
Please listen to the podcast for the full report.**

<https://newsandevents.buffalostate.edu/podcasts/college-senate-meeting-april-10-2020>

- Established a video tour of BSC for our incoming/new students.
- Videos recorded from our Deans and their schools to welcome students.
- One on ones with prospective students.
- Phone and texting outreach.
- Orientation outreach for EOP and Honors Program.
- Working with Academic Affairs and Academic Advancement
- Working on the technical side and the needs for our students, some without resources for tech, can apply for a grant, and loaner devices.
- SUNY has supplied us with 250 devices for students who are not in the grants process and in need of a device.
- Sanitizing and quarantine protocols are in place for all returned devices from students.
- Mailing devices to students is also in place.

**Finance & Management Report- from *Vice President Barnum*: [begins at 24:20 into recording](#)**

A Power Point was used and is available on the Senate website under **Reports to the Senate**: <https://collegesenate.buffalostate.edu/reports-senate-2015-2020>

**Please listen to the podcast for the full report.**

<https://newsandevents.buffalostate.edu/podcasts/college-senate-meeting-april-10-2020>

- Staff limited to working spaces and limit on staff working together (social distance mandates).
- Due to the working limitations, some shifts have been eliminated and some cut down.
- Grounds maintenance is also being limited, so until the mandate is lifted, the grounds at BSC may not appear as nice as they could be.
- Heating and ventilations (HVAC) systems are being adjusted and not all are operating at full capacity if employees are not in the buildings.
- The governor has kept the 'stay at home' for non-essential employee mandate in place.
- COVID is not helping our budget situation.

How we will navigate for the next 90 days, and a further update will be presented at the May 8<sup>th</sup> Senate meeting. We will have a budget update at the May Senate meeting.

**Institutional Advancement- from *Vice President Finnerty*: [begins at 29:56 into recording](#)  
Please listen to the podcast for the full report.**

<https://newsandevents.buffalostate.edu/podcasts/college-senate-meeting-april-10-2020>

- What we are doing in fundraising perspectives.
- Focus on what is most important at this time:
  - Student needs and emergency needs; with this COVID situation, all students have needs. Tuition and room and board exceed their financial capabilities
  - Food donations, via the Milligan Food Pantry
  - Virtual mentoring program; started in Fall 2019.
  - Scholarships for students to help them stay on task.

- Keep students engaged here; although many are at home; virtual student engagement outreach.

***President Conway-Turner concluded her remarks and asked for questions.***

There were several questions and comments from the Senate to the President and Administration.

**REMARKS OF THE CHAIR**

**The Chairs' remarks begin at: 43:50 into podcast.**

<https://newsandevents.buffalostate.edu/podcasts/college-senate-meeting-april-10-2020>

**Senator Marren:** We're not in Siberia, though the snow and the wind and the cold may have us thinking Gulag.

Despite that dire and bleak outlook there is reason to hope. Today we are doing something new, for the first time ever the entire Senate is meeting remotely. To paraphrase Robert Frost, there are ideas that we are trying. Good for us!

Best of all, we are not beaten. Rather, we are learning; and our students are learning in unprecedented times. We are enduring and adapting. Although we don't know what the future will bring, we do know there is reason for hope because of what we have accomplished in such a short time. We also have the people we need to help us. Please make sure to say thanks to everyone who has made a very different normal seem as almost as close to our daily lives as possible. For my own part, the Senate couldn't function without Vince Masci, so kudos to him. And this meeting would not have been possible without senators Kim Kline and Meg Knowles. I know they won't get raises but they should at least get dedicated parking spots when life resumes on campus.

I'm not a big fan of Winston Churchill, but I take as inspiration a quote from a speech he gave to the Canadian House of Commons on December 30, 1941: "We have not journeyed all this way across the centuries, across the oceans, across the mountains, across the prairies, because we are made of sugar candy."

**COMMITTEE REPORTS**

**The Committee Reports begin at: 46:15 into podcast:**

**By Laws & Elections Committee- (BYLE)-Julian Cole, Chair**

**Senator Cole** gave a brief announcement on the Senate Elections. Nomination period and elections. <https://collegesenate.buffalostate.edu/college-senate-elections-spring-2020>

**College Senate Curriculum Committee- (CSCC)-Bhakti Sharma, Chair**

**Senator Sharma** presented two DOPS policy revisions for discussion and a vote.

**(Please go to Appendix A to see resolution).**

- ***DOPS Policy IV.02.02 Guidelines for Internship Course Proposals***

There was no discussion for the resolution. **Senator Marren** then asked the Senate to vote on the resolution. A polling was set up on Zoom. The resolution was approved with the percentage of Yays carrying the motion. **APPROVED.** This will now be forwarded as a recommendation from the Senate to the Provost and the President for review.

- ***DOPS Policy IV: 12: 00 Subject: Intellectual Foundations Courses (Please go to Appendix A-1 to see resolution).***

There was no discussion for the resolution. **Senator Marren** then asked the Senate to vote on the resolution. A polling was set up on Zoom. The resolution was approved with the percentage of Yays carrying the motion. **APPROVED**. This will now be forwarded as a recommendation from the Senate to the Provost and the President for review.

#### **Instruction & Research Committee-(I&R)-Kimberly Kline, Chair**

**Senator Kline** presented for vote a resolution for

- ***DOPS Policy for Revision/addition: Supplemental Policy on Scholarship Encompassing Applied Research, Scholarship of Teaching, and Community-Engaged Research and Scholarship (Please go to Appendix B to see resolution)***

There was no discussion for the resolution. **Senator Marren** then asked the Senate to vote on the resolution. A polling was set up on Zoom. The resolution was approved with the percentage of Yays carrying the motion. **APPROVED**. This will now be forwarded as a recommendation from the Senate to the Provost and the President for review.

**Senator Kline** presented for vote another resolution:

- ***DOPS Policy I:16:03 on Grading (Please see Appendix B-1 for resolution)***

There was no discussion for the resolution. **Senator Marren** then asked the Senate to vote on the resolution. A polling was set up on Zoom. The resolution was approved with the percentage of Yays carrying the motion. **APPROVED**. This will now be forwarded as a recommendation from the Senate to the Provost and the President for review.

#### **Standards for Students Committee-(S4S)-Meg Knowles, Chair**

**Senator Knowles** presented for vote revisions to the resolution for:

***DOPS Leave of Absence/Withdrawal from College. (Please see Appendix C for resolution)***

There was some brief discussion for the resolution.

**Senator Marren** then asked if there was any other comments or questions. Hearing none he asked the Senate to vote on the resolution. A polling was set up on Zoom. The resolution was approved with 100 percent of votes in favor of the motion. **APPROVED**. This will now be forwarded as a recommendation from the Senate to the Provost and the President for review.

#### **Student Welfare Committee – (SWC)-Steve Macho, faculty Vice Chair**

**Senator Burch** brought up the UFS Leave of Absence for Students in the National Guard/Military, a memo was projected. **Senator Burch** referred to **Senator Maldonado** for further remarks.

**Senator Maldonado** gave a brief overview for this UFS memo. ***(Please go to Appendix D to see the UFS Memo)***

**Senator Marren** asked if there were any questions. There was no further discussion.

### **Unfinished Business**

There was no Unfinished Business.

### **New Business**

There was no New Business.

### **Constituent Questions-CQ's**

**Constituent questions from the March 13<sup>th</sup> College Senate Meeting related to the new School of Arts and Sciences. Full responses below in BLUE:**

1. Is the decision to merge the schools of Arts & Humanities and the School of Natural and Social Sciences predominantly driven by the declining enrollment and subsequent financial difficulties or are there other reasons?
2. Is the decision to merge the schools of Arts & Humanities and the School of Natural and Social Sciences based on hard data from other institutions that such mergers achieve the desired goals? What are the desired goals to bring the two schools together?
3. If so, can the data used for the decision-making process be shared with the campus community?

These questions are along the same lines so I have combined the response. Although declining enrollment and subsequent financial difficulties are both drivers for many decisions on campus, this particular move has been discussed by various groups over the years, but it wasn't until the opportunity presented itself, due to both schools having interim leadership, that we were able to move forward. Additional drivers and desired goals for our new School of Arts and Sciences are as follows:

- Synergies and interaction among academic departments
  - One SUNY comprehensive college created 19 interdisciplinary programs in their School of Arts and Sciences
  - Financial savings were also realized at other institutions
- General Education is essentially in one school
- Reduction of administrative positions

4. We are curious what will happen to the rest of the Humanities and why someone thinks we are a good match with science. What is the real purpose for this merger?

At Buffalo State, the belief has always been, that only by bringing the sciences and the humanities together can our students answer the more compelling and meaningful question of why it all matters, and get to the core of what it truly means to become educated. A quick review of the current literature reveals that now more than ever the importance of a liberal arts education.

- 91% of employers agree that for career success, “a candidate’s demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than his or her undergraduate major.”
- 96% of employers agree that “all college students should have experiences that teach them how to solve problems with people whose views are different from their own.”

The point is that it’s only through engaging in the thinking processes practiced in the humanities, the arts, and the natural/social sciences that one can be exposed to various ways of thinking, analyzing, and questioning. The experiences gained from studying in different fields may be qualitatively different, but they are all vital pieces of a liberal arts education and are all equally important at Buffalo State.

5. What plans are underway for the renovation of Upton Hall? Is it a systems renovation, i.e. electric and plumbing, or is the intent to renovate for existing programs or to put other programs or departments in the building?

At this time Upton Hall is scheduled for replacement of switch gear and sub-panels (electrical) in the building. While we do not have plans currently to renovate Upton, we continue to look at our overall campus facilities plan in relation to our academic programs and needs. With the creation of the formation of the School of Arts and Sciences, we will also look at the facilities and the needs of the new School.

**Constituent Questions from 3/24/20 for response at the April 10, 2020 Senate meeting**  
**Responses in BLUE:**

1. Are department chairs and department administrative assistants considered "essential employees" who must report to campus to work during the coronavirus crisis? Some administrative assistants must stay home to care for children while schools are home, and some department chairs fall into the "high risk" age category that has been advised by the Centers for Disease Control to stay at home. Yet if they received the "Essential Service Letter" from the administration are they required to go to campus if they have already been running their departments from their home?

From the [coronavirus.buffalostate.edu](https://coronavirus.buffalostate.edu) website:

Essential employees are defined as (1) those whose job function is essential to the effective operation of the campus, or (2) those who are involved in the emergency response to COVID-19. Essential employees may need to report to campus and be physically present to perform their jobs OR may be able to report to a remote location (home) to perform their jobs.

Nonessential employees are defined as (1) those who do not need to be physically present to perform their job functions, or (2) those who are not currently required to meet the core functions and programs of the college during this emergency response.

Supervisors should have contacted their employees regarding essential vs. nonessential status.



2. The question I guess would be - whose idea was it to micromanage faculty's re-design of courses? In addition, whose idea was it to require chairs of the departments to check all faculty members' syllabi prior to our courses going 100% on-line to make sure we are all "following the rules"? People are feeling insulted for the appearance of a greater concern to make sure faculty are not just sitting at home rather than everyone's safety and well-being. In a time of great stress and anxiety the last thing anyone needs is to be micro-managed.

Faculty are responsible for moving their face-to-face courses to a remote teaching environment. There is a uniqueness to teaching styles, learning outcomes, and comfort level with technology so SUNY asked all campuses to track how many courses have a remote teaching plan and for those that don't, how many students will be impacted and not be able to continue their coursework. The process is not meant to micromanage but to ensure that all faculty and students have the resources they need to continue to finish the semester in a remote teaching/learning environment.

3. Is there any chance that we can get some assurance from the President or Provost that the work on the consolidation of schools will be suspended for the duration and the deadline for completion will be pushed back indefinitely? Also, I'd like to hear that no plans for any academic restructuring will take place during this crisis. This doesn't seem like the best time for a radical makeover.

The Taskforce that will start the process of developing the foundational bylaws for the School of Arts and Sciences has been announced and will be charged in early April to continue this important work over the coming year. The search for a new Dean to lead the school will begin in the Fall 2020 semester.

**Senator Marren** asked if there were any other CQ's. There were no further CQs presented.

**Senator Marren** thanked everyone for attending and for their important input, feedback and support of today's first ever web-conferencing ZOOM Senate meeting.

**Senator Marren** then asked for a motion to adjourn. It was moved and seconded.

**Adjournment: 5:15 p.m.**

## APPENDICES

### Appendix A

*College Senate Curriculum Committee, Bhakti Sharma, chair  
Resolution introduced on March 13, 2020 for DOPS Policy IV.02.02 Guidelines for Internship Course Proposals*

#### BUFFALO STATE COLLEGE

#### DIRECTORY OF POLICY STATEMENTS

Policy Number: IV.02.02

Date: September 1981

SUBJECT: **Submission Guidelines for Internship Course Proposals**

In accordance with DOPS policy [I:04:01](#) and 2016 *SUNY Internships and Co-ops Guidelines* an internship is a credit-bearing or non-credit bearing applied learning experience where a student receives structured workplace activities that align with their major or area of interest. Internship courses should be designed with the following guiding principles in mind:

1. Internship courses are designed to include three distinct parties: the student, faculty member, and a site supervisor
2. Internship courses provide an opportunity for a field experience to supplement and complement the academic programs of the college
3. Students work on learning outcomes in a workplace setting with the site supervisor and are also assessed and monitored by a faculty member
4. Internship courses provide a structure for responding to field experiences in the educational program of the student

#### Undergraduate Courses

The minimum required GPA for an undergraduate student to register for an internship course is 2.0. The prefix and code number to be used by any department proposing to offer an internship course will be: XXX 488 as per DOPS policy [I:04:01](#).

#### Graduate Courses

The minimum required GPA for a graduate student to register in an internship course is 3.0. The preferred prefix and code number is XXX 688.

#### Development of Internship Course Proposals

Each new or revised internship proposal must include all information that would be included in a new or revised course proposal. In addition to using the CSCC form and processes, the following components should be included in the appropriate section of the course proposal: (1) a written learning agreement between the student, faculty supervisor, and the site supervisor that specifies all roles and responsibilities regarding academic objectives, field experience objectives, and the relationship between the academic and field experience components, and (2) mechanisms for preparation, orientation / training, continuous improvement, and structured self-reflection. The catalog description should list the course as per the following example: XXX 488 – Internship 1–15 credits.

#### Review of Internship Course Proposals

Internship course proposal will be reviewed by the guidelines provided by DOPS policy [IV:02:00](#) on new and revised course proposals.

#### Credit Hours

Per Directory of Policy Statements I:10:00 internship courses can be 1 – 15 credit hours per semester that are determined by the department and approved by the CSCC. Recommended minimum hours:

- (a) Field work on the site – 30 - 40 hours per unit of credit
- (b) Academic component – 5 – 10 hours per unit of credit

It should be noted that positions in which the student receives a stipend or a salary may also be credit bearing. However, the rights of individual departments to impose their own policies concerning credit for a paid internship is recognized.

An individual student will be permitted to apply a maximum of fifteen (15) credit hours toward the baccalaureate degree.

#### Conversion:

Departments which now offer/require internships should bring them into compliance with the current guidelines. To determine the level of revision, refer to DOPS policy [IV.09.00](#) “Course Number Change”. Student teaching and field work in education is not under the jurisdiction of this policy for internships, but follows the policies and regulations set forth by the state for educator preparation programs.

#### Reference:

State University of New York, University Faculty Senate, Internship Guide Subcommittee of the UFS Undergraduate Academic Program and Policies Committee, Internships and Co-ops: A Guide for Planning, Implementation, and Assessment (2016), [https://www.suny.edu/media/suny/content-assets/documents/applied-learning/Internship-Guide-FINAL-\(3.22.16\).pdf](https://www.suny.edu/media/suny/content-assets/documents/applied-learning/Internship-Guide-FINAL-(3.22.16).pdf).

### **Appendix A-1**

*College Senate Curriculum Committee, Bhakti Sharma, Chair  
Resolution presented for VOTE the DOPS Policy IV: 12:00 for Intellectual  
Foundations Courses*

**BUFFALO STATE COLLEGE**

#### **DIRECTORY OF POLICY STATEMENTS**

Policy Number: IV: 12: 00

Date: July 23, 2008

**Subject: Intellectual Foundations Courses**

The process for submitting courses for approval as part of the Intellectual Foundations Program is as follows:

- A. Use the Intellectual Foundations (IF) Narrative form to explain the correspondence between the Intellectual Foundations learning outcomes and the course topical outline. Forms can be found at the College Senate Curriculum Committee (CSCC) website.
- B. All new or revised curriculum proposals and the Intellectual Foundations Narrative form shall be submitted via the online workflow management system.
- C. A report notifying the initiator (person who initiates the proposal in the online workflow management system) of the Intellectual Foundations designation (approval, approval with revisions, or rejection) will appear in the online workflow management system.
- D. The CSCC conducts independent reviews of new and revised course proposals as per Directory of Policy Statement IV.02.00. The Senate Intellectual Foundations Oversight Committee (SIFOC) conducts a parallel review of course proposals for appropriateness in specific Intellectual Foundations (IF) categories.
- E. Proposals that are **rejected** for specific IF categories will be returned to the initiator with the CSCC feedback via the online workflow management system. Departments may submit revised IF narratives in the same IF category or a new category via the online workflow management system.
  - Proposals that are ejected for a specific IF category that are resubmitted in a new IF category should be accompanied by a course revision proposal that can be independently reviewed in the online workflow management system.
- F. Courses that are approved for a specific IF category will remain in that category so long as that category's learning outcomes do not change and the course continues to meet those learning outcomes.

## **Appendix B**

*Instruction & Research Committee, Kimberly Kline, Chair*

*Resolution presented for VOTE the DOPS Policy on Supplemental Policy on Scholarship Encompassing Applied Research, Scholarship of Teaching, and Community-Engaged Research and Scholarship*

*Introduced at the March 13, 2020 Meeting by the Instruction & Research Committee*

WHEREAS trends in scholarly work are increasingly including community-engaged research and scholarship

WHEREAS the existing Supplemental Policy on Scholarship Encompassing Applied Research, Scholarship of Teaching does not include guidelines for community-engaged research and scholarship

WHEREAS faculty utilize community-engaged research and scholarship to be counted towards promotion and tenure

THEREFORE, BE IT RESOLVED guidelines for evaluating the products of these new forms of scholarship should be provided.

### **BUFFALO STATE COLLEGE**

#### **DIRECTORY OF POLICY STATEMENTS**

Policy Number:

VI:04:05

Date:

February 2003

Subject:

Supplemental Policy on Scholarship Encompassing Applied Research, Scholarship of Teaching, and Community-Engaged Research and Scholarship

The intent of the following is to provide formal institutional recognition of a variety of forms of scholarly activity and products. This policy allows faculty the ability to exercise a wide choice of kinds of scholarly activities with effective evaluation by departments, deans, and the Office of Academic Affairs in personnel procedures. Neither this policy nor the

definitions and guidelines included are intended to place added demands on faculty, but rather to provide faculty with additional scholarship options and opportunities. Nor are they intended to deny the authority and rights of departments in making personnel decisions, but rather to provide guidelines for evaluating the products of these new forms of scholarship.

#### PREAMBLE

At every stage of a career, faculty members have the responsibility to conduct scholarly work in order to contribute to the knowledge base from which the professorate promotes learning and discovery and extension of knowledge. A variety of scholarly activities can contribute to the intellectual vitality of Buffalo State College. Accomplishments that suggest continued growth and high potential can include but are not limited to these types of scholarship:

- Discipline-based research, including creative activities, interdisciplinary research, and multidisciplinary research
- Applied research
- Scholarship of teaching
- Community-engaged research
- Community-engaged scholarship

The areas of discipline-based research and creativity, applied research, scholarship of teaching, and community-engaged research and scholarship enter into the evaluation of faculty performance. Scholarly profiles will vary depending on an individual faculty member's areas of emphasis. Discipline-based research, applied research, the scholarship of teaching, and community-engaged research and scholarship often overlap. It is more important to focus on criteria for evaluating the quality and significance of the work than on categories of work when evaluating an individual's achievements.

Faculty in all departments may take on responsibilities of discipline-based research, applied research, scholarship of teaching, and community-engaged research and scholarship in differing proportions and emphasis according to their talents. Irrespective of the emphasis given to different activities, it is important that the quality of the scholarly product be rigorously evaluated and that the individual contribution of the faculty member further the advancement of the mission of the college.

Discipline-based research products can be evaluated in a straightforward fashion, for example, by considering publication in peer-reviewed journals or other peer-reviewed media. However, applied research, scholarship of teaching, and community-engaged research and scholarship products may be more difficult to evaluate. While applied and teaching scholarship may result in publication in peer-reviewed journals, in some cases their most significant products may take other forms. The following are recommended guidelines to be used by departments, deans, and the Office of Academic Affairs in evaluating the products of applied research, scholarship of teaching, and community-engaged research and scholarship. Neither this policy not (nor) the definitions and guidelines included are intended to place added demands on faculty, but rather, to provide faculty with additional scholarship options and opportunities. Nor are they intended to deny the authority and rights of departments in making personnel decision, but rather, to provide guidelines for evaluating the products of these new forms of scholarship.

#### DEFINITIONS

**Discipline-based research** is the systematic investigation of questions or problems relevant to one's discipline. The primary goal is to make a substantive contribution to knowledge or culture. Discipline-based research may be a basis for interdisciplinary or multidisciplinary research, where professors from several disciplines together articulate and undertake research projects.

**Creative activity** is the creation and publication of original texts, the giving of performances, and the creation and display of art. Again, the primary goal is a substantive contribution to culture.

**Applied research** is the use of appropriate methodologies to address practical questions and policies, interventions, treatments, practices, programs, etc. It constitutes a professional activity that extends the basic characteristics of traditional scholarship into the realm of practical application. It broadens scholarly activities to address immediate real-world problems and provide concrete products, results, or solutions within a reasonable time frame. Applied research may be interdisciplinary in nature.

**The scholarship of teaching** involves integrating the experience of teaching with the scholarship of research, producing a scholarly product out of those integrative activities. It is the ongoing and cumulative intellectual inquiry, through systematic observation and longitudinal investigation by faculty, into the impact of teaching and learning.

**Community-Engaged Scholarship** Community-engaged scholarship (CES) addresses community-identified needs through research, teaching and service in the creation and dissemination of knowledge and creative expression in furtherance of the mission and goals of the university and in a mutually beneficial collaboration with the community. The quality and impact of CES are determined by academic peers and community partners.

**Community- Engaged Research:** A collaborative process between the researcher and community partner that creates and disseminates knowledge and creative expression with the goal of contributing to the discipline and strengthening the wellbeing

of the community. Participation is beneficial to all stakeholders, and utilizes and incorporates campus and community assets in the design and conduct of the research.

**Peer review** is the evaluation of a scholarly product by an editor or editorial board, review committee, publisher, critic, established scholar, or professional outside the scholar's institution but authoritative in the scholar's field.

**Characteristics of discipline-based research, creative activity, applied research, and the scholarship of teaching** consist of several features that characterize all scholarship. Scholarly products must be systematically documented and peer-reviewed in order to evaluate the quality of the contribution they make. Scholarship is typically related to the scholar's discipline, but may be interdisciplinary in nature. It usually breaks new ground or is innovative. Scholarship can be replicated or elaborated upon. Scholarship can be significant in that it has an impact on practice or policy.

## DOCUMENTATION

### Documenting Scholarship for Evaluative Purposes

The accomplishments of faculty must be documented in order to be evaluated. Scholarly activities presented to review committees and used for review in personnel actions **MUST RESULT IN A PRODUCT OR PUBLICATION THAT IS SUBJECT TO PEER REVIEW.**

Acceptable products would include books, chapters, articles, monographs, presentations, compositions, scripts, scores, commissions, **as well as policy documents, studies, research, and reports for/with community organizations.** The documentation must allow the department to evaluate the quality and significance of the undertakings. There also must be evidence that the product or publication had been subjected to peer review and judged a contribution to the field. Some examples include:

- Publication in peer-reviewed journal.
- Peer review by established scholars and/or professionals within the discipline away from the campus.
- Evidence of the replication of the work elsewhere or the dissemination of the results by professional or cultural organizations.
- Honors, awards, grants, or recognition received for the scholarly activity.
- Reviews by critics or other evidence that the scholarship has enriched the artistic and cultural life of the community.
- Evidence of effective presentation at community events, or publication or broadcast through media.
- Production of policy documents, studies, research, and reports directed toward service providers, policy makers, or legislators

### Departmental Responsibilities

The assessment of scholarly products is evaluative. An individual's contribution to knowledge should be evaluated in the context of the quality and significance of the scholarship achieved. In order to conduct such evaluation, individual departments must develop criteria for determining the quality and significance of scholarly products. All members of the department should be involved in setting these criteria. The department chair is responsible for seeing that the criteria are employed during faculty evaluations.

### Criteria for Evaluating Discipline-Based Scholarship, Creative Activity, Applied Research, Scholarship of Teaching, and Community-Engaged Research and Scholarship

The following criteria apply to all forms of scholarship. The bulleted information following numbers one through six demonstrates examples of ways these criteria might be exhibited in applied research and the scholarship of teaching.

1. **Clarity and relevance of goals.** A scholar should clearly define objectives of scholarly work, and clearly state basic questions of inquiry. The scholarship should address substantive intellectual, aesthetic, or creative problems or issues. Clarity of purpose provides a critical context for evaluating the scholarly work.
  - Applied research might aim to improve theoretical understanding of a significant social problem or situation OR assess the efficacy of knowledge or creative activities to implement changes within a particular context.
  - **Scholars should provide a clear statement of need and relevance at the disciplinary and community levels.**
2. **Mastery of existing knowledge.** A scholar must be well prepared and knowledgeable about

developments in the field under study. Ability to educate others, conduct meaningful research, and use knowledge and skills to address problems depends on mastery of knowledge.

- Applied researchers propose methodologies, measures, and interventions that reflect the theory, conceptualization, and cumulative wisdom of previous work.
  - Scholars of teaching demonstrate a command of resources that allows them, as researchers and educators, to respond adequately to student learning needs and to evaluate teaching and curriculum innovations, within agreed-upon boundaries.
  - Scholars will demonstrate how research, teaching and/or service is informed by a community's input to foster development of knowledge, curriculum, pedagogy and/or policy development.
3. **Appropriate use of methodology and resources.** A scholar should address goals with carefully constructed logic and methodology.
- Applied research requires well-constructed methodology that allows for assessment of the efficacy of the chosen project.
  - Scholars of teaching use appropriate methodology to evaluate the link between teaching and learning. This includes assessing the impact of the broader curriculum on student learning.
  - Community Engaged Scholarship can enhance rigor in research and teaching, facilitate study of issues not otherwise considered, and increase understanding of complex real-world issues in the classroom. Scholars should provide evidence to demonstrate that scientific rigor is maintained, or even enhanced, through community engaged approaches.
4. **Effectiveness of communication.** Scholars should possess effective oral and written communication skills that enable them to convert knowledge into language that a public audience can understand.
- Applied researchers should disseminate the knowledge gained in order to share its significance with those not directly involved in the project.
  - Scholars of teaching should communicate with appropriate audiences to open their work to critical inquiry and independent review.
  - Scholars should provide examples of how they have effectively communicated and disseminated the knowledge they have gained through engaged scholarship to appropriate academic audiences, practice areas, community partners, and public audiences/forums.
5. **Significance of results.** Customarily peers, students, community members, and experts in the field assist scholars in evaluating whether or not their goals are met and whether or not their achievements are useful to others.
- Applied research can make a difference by resolving relevant social problems or issues, facilitating organizational development, improving existing practice or policy, and enriching the cultural life of the community.
  - Scholars of teaching can make a difference by promoting understanding of, or resolving, relevant pedagogical problems or processes. Scholars also might engage in substantive theoretical reflection on the impact and merit of a particular course or program.
  - Scholars should explicitly state what knowledge they created or applied and what impact it has had or may likely have in the future. It is important to note here that "significant results" is intended to be broadly defined and not only "statistically significant results."
6. **Consistently ethical behavior.** Scholars should conduct their work with honesty, integrity, and objectivity. Ethical behavior includes following the college's procedures for approving research (e.g., the Institutional Review Board) and properly crediting sources of information in reports and presentations of results. Scholars should foster a respectful relationship with students, community participants, peers, and others who participate in or benefit from their work.

#### Examples of Applied Research and Community-Engaged Research

Examples of activities in applied research and community-engaged research include but are not limited to the following. The products of such activities, to be considered scholarship, must be documented as stated in the **Documenting Scholarship for Evaluative Purposes** section of this document (i.e., MUST RESULT IN A PRODUCT OR PUBLICATION THAT IS SUBJECTED TO PEER REVIEW). Community-engaged research must clearly benefit the community.

1. Conducting a needs assessment or creating an evaluation report that results in data used by policy makers or organizations.
2. Using discipline-based knowledge or theories to facilitate significant change in organizations or institutions.
3. Planning, designing, and/or administering intervention programs to prevent or remediate persistent negative outcomes for groups or individuals.
4. Analyzing and designing policy for local government, business, nonprofit organizations, and community agencies that is adopted in written form, and implemented.
5. Carrying out and reporting regional ecological, meteorological, and other environmental studies that serve the community.
6. Conducting or directing a performance that contributes to the success of a community group or agency.
7. Developing models that enrich the artistic or cultural life of a community.
8. Developing or improving the products and processes of business and industry and publishing the scholarly products of such activities.

#### Examples of the Scholarship of Teaching and Community-Engaged Scholarship

Examples of activities in the scholarship of teaching and community-engaged scholarship include but are not limited to the following. The products of such activities, to be considered scholarship, must be documented as stated in the **Documenting Scholarship for Evaluative Purposes** section of this document. (i.e., MUST RESULT IN A PRODUCT OR PUBLICATION THAT IS SUBJECTED TO PEER REVIEW).

1. Designing a data collection and analysis plan to assess the impact of a curriculum change on student learning. Publishing that plan.
2. Creating a course portfolio that documents the development, implementation, and assessment of a course.
3. Producing a textbook that offers an innovative approach to organizing and communicating the knowledge in a field.
4. Preparing and designing educational software, video, or television programs that are successfully used in classrooms beyond that of the instructor who created them.
5. Developing educational support programs for high-risk or gifted students that have led to demonstrated positive results.
6. Creating a database for instructional use that results in or supports a written product.
7. Assessing impacts of community-engaged learning on student participants and community partners.

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Portions of this document are reproduced from the Portland State University Policies and Procedures for the Evaluation of Faculty for Tenure, Promotion, and Merit Increases, May 17, 1996, with the permission of Deborah Lieberman, Vice Provost and Special Assistant to the President (September 11, 2002).

### **Appendix B-1**

*Instruction & Research Committee, Kimberly Kline, Chair  
Resolution presented for VOTE the DOPS Policy revision for Policy on Grading*

#### **DOPS Revision: Policy on Grading**

Introduced at the March 13, 2020 Meeting by the Instruction & Research Committee

WHEREAS the Graduate Thesis/Project Continuation Policy introduced the use of IP and NR grades  
WHEREAS these grades are grade distinctions are described in the Graduate Catalog and are currently being used  
WHEREAS the definition and use of the N grade has been altered as a result of these new grades  
THEREFORE, BE IT RESOLVED that the Policy on Grading should be amended to reflect current grade practices and align with existing policy.

**BUFFALO STATE COLLEGE  
DIRECTORY OF POLICY STATEMENTS**

Policy Number: I:16:03

Date: Updated July 2018

**Subject: Policy on Grading**

The college used letter grades to indicate the status of a student at the completion of a course. All grades are awarded at the sole discretion of the faculty member responsible for the course. A grade must be submitted for every student on the course roster at the end of the semester. Students will be apprised of evaluation policies in each class at the beginning of every semester. This information will also include notification, where appropriate, that the plus/minus grading system will be used as determined by the instructor. Instructors will inform students of their standing in each course by the end of the ninth week of the semester or two-thirds of a summer session or **intermester (intersemester/J-term?)**. Questions regarding grading policies or an individual grade received in a particular course should be addressed to the instructor or to the department chair.

Grades Awarded by the College:

A	=	Superior
A-		
B+		
B	=	Above Average for undergraduate coursework; average for graduate coursework. B or 3.0 GPA is required minimum cumulative for graduate coursework.
*B-		
*C+		
*C	=	Average
**C-		
**D+		
**D	=	Below Average
**E	=	Failure or Unofficial Withdrawal from a Course
**EV	=	Failure, never attended
S	=	Satisfactory
SD	=	Satisfactory with Distinction
U	=	Unsatisfactory
P	=	Pass; may not be given for graduate coursework
F	=	Fail; may not be given for graduate coursework

\* Note: courses with a grade of B-, C+ or C are below required average for graduate coursework, but may be used to meet graduate program degree requirements

\*\* Note: courses with a grade of C- or below cannot be used to meet graduate program degree requirements

Letters Used to Indicate Status:

I	=	Incomplete
IP	=	In Progress
N	=	Grade Delayed
NR	=	Grade Not Required
X	=	Grade Not Submitted
W	=	Withdrawal

Explanation of Grades:

S (satisfactory) and U (unsatisfactory) grades are reserved for graduate theses, student teaching or other field experiences that are not readily evaluated by the normal letter grades and basic skills courses.

SD (Satisfactory with Distinction) is reserved for graduate theses. S, SD and U grades may be given only for courses so designated.

P (pass) and F (fail) grades are given for undergraduate courses taken on a pass – fail basis. They may be submitted only under proper authorization. Pass and Fail grades may not be used for graduate coursework.

W (withdrawal) grades may be submitted only when a student has formally withdrawn from a course.

I (incomplete) grades may be submitted only when the department chair or program coordinator has been properly notified. An instructor may submit a grade of I (Incomplete) only when circumstances leading to a student's failure to complete course requirements are known to be beyond the student's control (e.g., serious illness or unavailability of material). The student must complete course requirements and the instructor must submit a grade change by the 10th week of the following spring or fall semester or the grade automatically converts to an E (Failure). In the event that the instructor who granted the I grade is unable to evaluate whether the student has fulfilled the course requirements during the stipulated time period, the chair or program coordinator takes responsibility for evaluating the student's work and changing the grade.

IP (in progress) grade of IP is reserved for graduate students who have not completed their thesis or project requirements. When work is completed, the instructor submits a grade change, replacing the IP grade with a final grade. If an instructor does not submit a final grade by the end of the second additional semester, the "IP" grade will automatically be recorded as an "E" or "U" unless an incomplete extension (722) is filed. A grade of N (Grade Delayed) may not be submitted for a thesis or project.

N (grade delayed) grades may be given when research work or an internship carries over from one semester to another and when it is necessary to delay grading to a subsequent semester. N grades may be submitted only



with the permission of the department chair or program coordinator. A grade of N (Grade Delayed) may not be used for a graduate thesis or project course.  
 NR (grade not required) grade of NR is reserved for, and must be submitted for, any graduate level 721 Thesis/Project Continuation or 722 Thesis/Project Extending Course.

#### Incomplete Grades

An incomplete grade is a temporary grade issued for medical emergencies or life crisis or for planned extensions of undergraduate projects and studies. Students must request an incomplete grade directly from the instructor. An incomplete grade is converted to a letter grade by the 10th week of the following spring or fall semester. If the work is not completed by that time, the instructor will submit a grade based upon the amount of work completed. If the instructor who granted the incomplete is not able to evaluate the student's fulfillment of course requirements during the stipulated time period, the chair or program coordinator is responsible for changing the grade. Anyone not completing the course requirements within this time will automatically have a grade of E recorded.

#### Pass – Fail Option

The pass-fail option permits any matriculated student to take an undergraduate course for credit without receiving a letter grade of A, B, C, D, E, or EV. The pass-fail option cannot be used for graduate courses. Students may enroll in one course each semester or summer on a pass-fail basis. All sessions combined make up the summer semester. A pass (P) grade provides credit but no quality points and is not counted in total hours used to determine cumulative average. A fail (F) grade is treated as a failure although the hours are not used in computing the cumulative average.

A pass-fail credit may be applied toward an undergraduate degree. Courses required for the student's major and minor cannot be taken on a pass-fail basis. Courses taken as part of early childhood and childhood education program concentrations and distributions may not be taken pass-fail.

Any undergraduate course, except English composition 100-level courses and those required for completion of a major or a minor, may be taken on a pass-fail basis. Students must declare their intention to do so by the end of the 10th week of classes in any semester or after two-thirds of a Summer Session or January Term. After receiving the approval signature of the student's adviser, a declaration of intent must be filed with the Registrar's Office, Moot Hall, by the published deadline. An instructor may choose to substitute a letter grade for the pass if written consent from the student is received and the form is submitted prior to the end of the semester. Once an application for pass-fail has been submitted, the pass-fail option for that semester has been exhausted. Subsequent filing of a substitution form to receive a letter grade does not allow submission of another pass-fail application for that semester.

Students may not use pass-fail to repeat an undergraduate course for which a grade of C- or below was earned. Note: Students are cautioned that the amount of pass-fail work permitted may jeopardize their chances for admission to graduate or professional school or for career placement.

#### Change of Grade

Grades submitted at the end of the semester are considered final. In case of a clerical error or other extenuating circumstance resulting in an incorrect grade, a request for a grade change must be submitted by the instructor, with full written justification, to the appropriate Associate Dean. See DOPS I:16:07 Change of Grade Policy

## Appendix C

*Standards for Students Committee, Meg Knowles, Chair*

*Resolution presented for DISCUSSION and VOTE the DOPS Policy revision for Leave of Absence, Withdrawal from College*

### **DOPS Revision: Leave of Absence, Withdrawal from College**

Introduced at the April 2020 Senate meeting by Standards for Students Committee

WHEREAS, in a 2019 federal Program Review aid audit, Buffalo State was found to be out of compliance with federal financial aid regulations; specifically 34 CFR § 668.22 (d) which stipulates that "the number of days in the approved leave of absence, when added to the number of days in all other approved leaves of absence, does not exceed 180 days in any 12-month period;" and

WHEREAS, Buffalo State was required to provide an official Corrective Action Plan Response by February 13, 2020, and that Corrective Action Plan Response specified the DOPS Policy 1:07:00 Leave of Absence, Withdrawal from College would be revised through shared governance by the end of SP20 semester; and

WHEREAS, Buffalo State students may be denied access to federal financial aid packages if the college remains out of compliance; and  
 WHEREAS, adherence to aid regulations will ensure that the college will continue to participate in the federal aid programs (e.g., Direct Loans, Pell Grant, and Federal Work-study Program, etc.);

THEREFORE, BE IT RESOLVED that Buffalo State amends its DOPS policy on Leaves of Absence as revised in this document to move Buffalo State into compliance with federal financial aid regulations.

BE IT FURTHER RESOLVED THAT this policy change would go into effect in the 2020-21 academic year.

## BUFFALO STATE COLLEGE

### DIRECTORY OF POLICY STATEMENTS

Policy Number: I:07:00

Updated: December 2016

**Subject: Leave of Absence, Withdrawal from College**

The Undergraduate Application for Leave of Absence/Withdrawal from College form can be obtained in the Academic Advisement Office or in the student's academic department office. Students in a major should begin the application process by conferring with their department chair. Undeclared students should meet with the coordinator of the Academic Advisement Office.

Refunds of tuition, if applicable, will be made on a prorated basis as outlined in the class schedule for that semester.

Financial aid recipients who withdraw or take a leave of absence may owe a refund of aid they received for the semester. For additional information about financial aid, contact <http://financialaid.buffalostate.edu/>

#### Leave 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 for the fall or spring semesters only.

A leave of absence (LOA) is a temporary interruption in a student's program of study. A LOA cannot exceed 180 days in any 12-month period and may have a serious impact on a student's financial aid. Any student that received financial aid and is considering a LOA should consult with the Financial Aid Office to determine how their aid will be affected (e.g., grace period, repayment, failure to return as stipulated, etc.) prior to LOA approval.

In accordance with federal regulations, 34 CFR 668.22 (d), the following criteria outlines the requirements to process an approved LOA:

- The student must submit a completed Leave of Absence form for approval. The form must state the reason(s) for the LOA request. A LOA cannot be granted for academic reasons (i.e. to keep a student from failing).
  - If a student submits a leave of absence before the start of a semester, the leave will start on the first day of the next semester (fall or spring).
  - If a student wishes to take a leave of absence during a semester already in progress, they must submit the paperwork no later than the last day to drop without financial penalty. No leaves of absences will be granted after that date.
  - Retroactive leave of absence requests will not be approved.
  - Students can automatically remove their leave of absence status by registering for the semester in which they had originally planned to take a leave or for the following semester after the approved leave of absence.

- There must be reasonable expectation that the student will return from LOA. A student granted a LOA is not to be considered withdrawn and no return of Title IV calculation is required.
  - Student borrowers are given a six-month grace period on most types of federal loans starting at the date enrollment ceases. During this time, lenders will treat the borrower's loans as if the borrower were still enrolled in school full-time.
  - Once a grace period is used on a specific loan, it will not be given again.
  - At the end of this six-month grace period, the student will be required to enter repayment on their federal educational loans until they return to school; however, deferment or forbearance options may be available if the student makes a request to their lender.
- A student returning from a LOA must resume training at the same point in the academic program that they began the LOA.
  - Students who change their majors when they return will be required to meet the curriculum of the new program in place at the time of their return.
- If a student does not register for classes within the 180 days requirement, the student is considered to have ceased attendance from the institution and a title IV return of funds calculation is required if the student received federal aid.
- When a student returns from a LOA, the institution may not assess the student any additional institutional charges relative to reinstatement.
  - Students on an approved leave of absence that fail to return (for any reason) will be inactivated at the end of the following semester (fall or spring) and must apply for readmission to the college when they are interested in resuming their progress toward a degree.
  - Students who are not enrolled for three consecutive semesters will be readmitted using the catalog year of their readmittance.

Students who do not register for courses for the semester after their leave expires will be deactivated as students and must apply for readmission to the college when they are interested in resuming their progress toward a degree.

Upon return from a leave of absence, students will be allowed to complete the program requirements in place at the time they took the leave of absence. Students should seek financial aid eligibility consultation and academic advisement before registering for courses for their return semester.

### **Withdrawal from College**

To maintain good academic standing and eligibility for readmission to the college, students finding it necessary to withdraw must do so officially. Failure to file for withdrawal will result in the recording of an E grade in each course in which the student is registered. When it is impossible to withdraw in person, it must be done in writing from the student to the Dean.

Students withdrawing officially with no outstanding obligations or commitments to the college are considered to be in good academic standing.

The Chair and Associate Dean must sign the Withdrawal from College form. A request to withdraw from the college must be received in the Registrar's Office no later than the last working day before the Critique and Evaluation Period.

## **Appendix D**

*Student Welfare Committee, Matthew Burch, Chair; Steve Macho, Vice Chair*

*Student Welfare Committee, Matthew Burch, Chair; Steve Macho, Vice Chair*

First draft for Joe's review before April 3<sup>rd</sup> ESP send out, pending COVID -19.

**University Faculty Senate  
UFS MEMORANDUM**

**DATE:** March 30, 2020

**TO:** Tod Laursen, Provost and Senior Vice Chancellor

**FROM:** Sandra M. Casey, General Counsel-in-Charge

**SUBJECT:** *Excused Leave of Absence Mandatory for Active Duty Military*

This is to confirm that under federal and state law, students in the military on active duty must be granted an excused leave of absence from studies.

The federal Higher Education Act of 1965 requires higher education institutions to provide leaves of absences and other certain benefits to those service members on active duty for thirty or more consecutive days, 20 U.S.C. §1091c and 34 C.F.R. §668.18. In addition, NYS Education law requires institutions to provide leaves of absences to any student member of the National Guard or other reserve component of the armed forces who has been "called to or ordered to active duty," as defined in federal law, regardless of the time spent on active duty. NYS Education Law §6350.

The relevant provision in federal law defines active duty as "full-time duty in the active military service of the United States. Such term includes full-time training duty, annual training duty, and attendance, while in the active military service, at a school designated as a service school by law or by the Secretary of the military department concerned." 10 U.S.C. §101(d)(1).

The provisions cited above make clear that such individuals are on active duty and are entitled to an excused leave of absence from class and should not be penalized in any way.

Please let me know if you have any questions.