

Buffalo State College

The State University of New York

•COLLEGE SENATE MEETING •

Minutes/Summary

DECEMBER 13, 2019-BULGER 215, 2 P.M.

<u>PRESENT</u>			<u>EXCUSED</u>	
Adamo Annas Bajus Barnum Carson Cole Conway-Turner D'Angelo Denysschen Du Edmond Ettestad Fujiuchi Fulcher-Rood Garrity Gellin Gordon	Grinnell Hopkins Kline Knowles Lazich Loehr Macho Maguire Maldonado Marren Mayrose Morales Nikischer Patti	Schmidt Sharma Shephard Shively Todd Toohey Vince Garland Wadsworth Williams Woznick Zientek	Brickhouse Christy Easy Mernitz Rosen-Brand Santa Maria Sarratori Zhang <table border="1"><tr><td><u>ABSENT</u></td></tr></table> Boakye Brown-Cruel Carter Delmonte-Bido Jairam Jean-Baptiste Land Moise Mosley Nweke	<u>ABSENT</u>
<u>ABSENT</u>				

The Senate Meeting of December 13, 2019

*The Official Record of the Senate- Audio Podcast:

<https://newsandevents.buffalostate.edu/podcasts/college-senate-meeting-december-13-2019>

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

CALL TO ORDER: *Senator Marren* officially called the meeting to order at 2:05p.m.

ADOPTION OF THE AGENDA: *Senator Marren* presented the agenda. It was moved and seconded. The December 13, 2019 Agenda was adopted as presented.

PRESENTATION OF THE SENATE MINUTES: *Senator Marren* presented the minutes summary of November 8th, 2019. 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

The President Remarks begins at: 2:20 into podcast

<https://newsandevents.buffalostate.edu/podcasts/college-senate-meeting-december-13-2019>

President Conway-Turner spoke on these topics:

- SUNY President's meeting in Albany on December 3rd. However due to snow storm this meeting was held virtually.
- Ten more SUNY Presidents are open.
- Plattsburgh has a new president.
- NCC has a new President – ***Bill Morabito*** a BSC Alum.
- Chancellor announced there are 75 new PRODi-G faculty that will begin working in the SUNY System at start of Fall 2020. Our sister campuses can now benefit from this program.
- BSC was one of the first PRODi-G campuses.
- SUNY Diversity conference was held right after the snow storm. BSC had four representatives there, including ***Dr. Karen Clinton-Jones*** who gave several presentations and stepped in on some panels for those who couldn't make it in due to the weather.
- Enrollment is down in the SUNY System; both comprehensive and community college sectors. ***SUNY Provost Larson*** will begin reaching out to all SUNY campuses to engage in dialogue about some best practices and to augment what we are doing on our campuses. He has reached out to BSC.
- The Chancellor mentioned that there has been a competitive graduate program of scholarship for doctorate students only. She is working on expanding the graduate scholarship for master's students, that was a positive thing. It will take some time to get this going. The fellowships we have are few and far between. I wanted to share that with you, especially for BSC and I will keep an eye out for more on this.
- The Chancellor's State of the System address is January 23, 2020 and will be spotlighting some BSC PDS programs, and Teacher Pipeline program. We are sending faculty from SOE to this.

- Phone call next week to talk about advocacy for the budget, with all SUNY Presidents.
- Moving to more efficiency in the future. Generate new revenue for the campus for better financial stability. Developing new academic programs to expand our footprint and innovative programs to be in line with current trends in technology and what future employment will look like for our students. We want to be able to offer students cutting edge programs in education that will lead them to success. **Provost Mayrose** is working on this currently, as new programs will bring in new students.
- New athletic programs need to be developed as student-athletes are retained at higher rates than typical students. **Vice President Timothy Gordon** is charged with this to find new sports we do not offer currently such as golf, etc., as this will also bring in new student-athletes to our campus that would not come here otherwise.
- Dual enrollment to high school students. **VP Malcolm** will look further into this for another source or revenue.
- Development of Continuing Education Program that will bring in significant and consistent dollars, students, and income. We do not have this currently but are working toward this goal. The President when at University of Delaware noted that they had a very robust continuing ed program.
- Looking at enhanced recruitment of international students.
- Bring in more philanthropic monies to add to our resources. Strategically investing in what can bring us new resources on campus.

*The following 15 CQ's were sent to the Chair of the College Senate in advance of the December 13th Senate meeting. **The responses shown are summarized only - To hear the full answers to these CQs, go to the podcast beginning at 16:05***

<https://newsandevents.buffalostate.edu/podcasts/college-senate-meeting-december-13-2019>

CQ-1: Would the appropriate officer clarify how I&R is involved in the calendar planning process. Why did we meet on Veteran's Day?

The President explained that historically we were taking Veteran's Day off, however after careful review by I&R and Academic Calendar Committee, it was determined that BSC's academic/instruction days were not in compliance with SUNY mandates for full academic days being worked on, and that the 15th week Friday would always be the end of the semester. Veteran's Day had to be reclaimed to meet SUNY guidelines. Thus, remove it from an 'off day' to an 'academic day'. Professional staff (UUP) are granted another day off, if they did work on Veteran's Day. This now aligns BSC with SUNY mandates for academic calendar days of work.

CQ-2: Should the faculty have confidence in an administration that announces, in a national newspaper with over one million readers, at a time when Buffalo State faces an enrollment and retention crisis, that if you have concerns about the privacy of your data, you should not visit Buffalo State's website?

***The President** explained that last month when we met as a Senate, Vice President and CIO Malcolm addressed this. She was completely misquoted in a Washington paper, and what was printed about BSC breaching privacy was false.*

Vice President Barnum responded to **CQs 3, 4 and 5** with a cohesive answer; see below. **This begins at 21:12 into podcast.** Lengthy response followed by discussion.

CQ-3: Should the faculty believe an administration that, on the floor of the College Senate, announces it is committed to the privacy of our students' personal data but also signs a contract with the big data company EAB that requires Buffalo State to share that student data?

CQ-4: Why do we need to commit even more of our scarce financial resources to gain the advice of an external body (EAB) on our enrollment and retention crisis when we have recently committed significant financial resources to hire internal talent to address this crisis (i.e., the CIO and Vice President for Enrollment, Marketing, and Communication and the Senior Advisor for Student Success and Retention)?

CQ-5: Before signing an expensive contract with EAB to obtain data/analyses concerning non-Buffalo State students, what efforts were taken to listen to and learn from Buffalo State students, to analyze our extensive data concerning them, and to gather their thoughts on why Buffalo State is facing an enrollment and retention crisis?

Buffalo State College Senate Meeting
December 13, 2019 – Vice President Barnum

Constituent Questions #3, #4, #5

3. Should the faculty believe an administration that, on the floor of the College Senate, announces it is committed to the privacy of our students' personal data but also signs a contract with the big data company EAB that requires Buffalo State to share that student data?

4. Why do we need to commit even more of our scarce financial resources to gain the advice of an external body (EAB) on our enrollment and retention crisis when we have recently committed significant financial resources to hire internal talent to address this crisis (i.e., the CIO and Vice President for Enrollment, Marketing, and Communication and the Senior Advisor for Student Success and Retention)?

5. Before signing an expensive contract with EAB to obtain data/analyses concerning non-Buffalo State students, what efforts were taken to listen to and learn from Buffalo State students, to analyze our extensive data concerning them, and to gather their thoughts on why Buffalo State is facing an enrollment and retention crisis?

Response

- The College has signed on with EAB as a global research partner. **We do not share our student data with EAB.**

- EAB Works with Global Research Partners by:
 1. Propelling Top Priorities with Targeted Resources
 - Articulate two to three strategic priorities for EAB focus
 - Select individuals and groups on campus EAB should work with to support strategic priorities
 - Outline plan for interactions with EAB to support each priority, including tools and expert facilitation

 2. Supporting Campus Leaders with Research, Peer Networking, and Leadership Development
 - Unlimited access to studies and toolkits on EAB's website
 - Unlimited participation in EAB best practice webinars
 - EAB daily briefing
 - Weekly and monthly best practice alerts
 - Attendance at national meetings

3. Providing Access to EAB Research Terrains

- Access to best practice research and insights in three key terrains:

Academic Affairs and Student Experience

- Academic affairs
- Student affairs
- Research administration

Enrollment Growth and Advancement

- Enrollment management and marketing
- Professional, graduate and online education
- Advancement

College Business, Finance and Administration

- Business affairs, cost and operations
- Information technology
- Facilities and maintenance

- Buffalo State is poised to launch the process for a new strategic plan. The college is also close to introducing its strategic resource planning process, which will move the college from a static to an active, agile planning environment. All of these efforts are aimed at **strategically aligning resources with institutional priorities**.
- EAB will help us to proceed in the most **strategic and cost-effective** manner because:
 - There are few reliable sources of strategic advice for Higher Ed executives. EAB is a worthwhile investment for Buffalo State because its insights offer an antidote to fragmented consulting services.
 - It is a one-stop shop for shared market intelligence, integrating only the best of qualities of institutional research, consulting engagements, associations and publications.
 - It allows Buffalo State to benefit from the expertise and experience of the 1,300 education institutions that are also EAB Global Research Partners:

Consulting Engagements	EAB Membership
Major consulting firms work across multiple industries.	EAB works within education only , counting 1,300+ universities, community colleges, and public K-12 districts as members.
Consulting firms draw mostly on previous engagements, often attempting to apply private-sector ideas to higher education.	EAB's best-practice research relies on a proven methodology for surveying experiences across higher ed (each year, conducting 5,000+ primary interviews and reviewing 750+ secondary sources), identifying demonstrated solutions that address root causes, and filtering for proven, replicable best practices.
Consultants often deploy the same playbook of solutions with each client.	Rather than a one-size-fits-all model, EAB provides college leaders with decision support and guidance to determine which practices are beset for their campus.
Final reports from consultants are sometimes long and unactionable, with guidance on what to do but not on how to do it.	EAB's best practices are accompanied by associated artifacts, designed to help members move initiatives from theory to practice (e.g. policies, roadmaps, scorecards, role descriptions etc.)

Consulting Engagements	EAB Membership
Consulting engagements are scoped around a single question or project.	EAB’s global research partners have unlimited access to EAB research and resources on a host of key campus challenges – including undergraduate enrollment, graduate and online growth, student success, mental health, and administration operations and efficiency.
After project completion, consultants leave campus. Any further support requires additional resources.	EAB operates on a membership model . Members have unlimited access to resources and the research team to discuss practices, troubleshoot problems related to implementation, or run deep on unique issues.

There was some brief discussion after Vice President Barnum’s answers for CQs 3, 4, and 5.

President continues with CQ-6 at 29:35 into podcast

CQ-6: President Conway-Turner, I must have poorly formulated constituent question #4 from the November meeting of the College Senate, because it was intended to solicit information on a topic that you did not address in your response, that is, you/your cabinet’s vision of the future of Buffalo State. I hope that you will allow me to reformulate my question. What is the vision of Buffalo State’s future that you and your cabinet employ in your planning? Your cabinet members are fond of pointing out that our current situation is a consequence of decisions that were made ten or more years ago; similarly, the decisions that you make now will affect Buffalo State for many years to come.

The President responded by stating that she did not recall stating that but did speak often about the changing landscape. Her vision for the future is changing the landscape today as we face a very competitive arena today. Her vision is for BSC, our urban and engaged campus to be the best college in the Northeast, preparing all students from all diverse backgrounds.

CQ-7: President Conway-Turner, I am in the same situation regarding constituent question #5 from the November meeting of the College Senate as I am regarding constituent question #4. The topic on which I was seeking information is you/your cabinet’s commitment to tenure-track faculty whose only (or primary) demonstrated teaching expertise is in face-to-face classrooms. I hope, once again, that you will allow me to reformulate my question. Given recent trends in society, it seems reasonable to suppose that an ever-increasing percentage of our teaching will happen outside of face-to-face classrooms. Do you or your cabinet have any reservations about making thirty (or more) year commitments to tenure-track faculty whose only (or primary) demonstrated teaching expertise is in face-to-face classrooms? Do any of you view such faculty as liabilities rather than assets? Do you see the movement toward online instruction as a justification for employing fewer faculty for the same number of courses?

The President responded by stating that active and engaged learning is the new norm, (not common years ago). Many faculty are teaching traditionally if that is what is meant by face to face. More are now teaching virtually, and some have full online courses. We will continue to have all of these things. Some programs and course lend themselves better to one or the other.

Provost Mayrose also added that BSC does not have any reservations about hiring 30-year FT tenure track faculty. Most when hired have not taught online. They are expecting to teach in classroom.

CQ-8: In an ideal world, how do you think the governance of a college or university should be shared between its administration and its academic and professional employees?

The President responded to CQs 8 and 9 by stating that shared governance is also shared participation and responsibility for our campus, for the success of our campus to work with the Senate. We all need to share in the work we do. That is why my administration and myself continue to work with the College Senate, by its recommendations.

CQ-9: How, if at all, do you see your ideal model of shared governance reflected in your interactions with and employment of College Senate committees? More specifically, I am interested in whether you see your employment of Senate committees as consistent with the Senate's status as "the principal deliberative and advisory body of the College" [DOPs III:02: II, emphasis added]? On a regular basis, you (legitimately) exercise your executive authority to form bodies to perform deliberative and advisory work that could be performed by College Senate committees. For example, the Senate's Academic Plan Committee could develop the College's strategic plan rather than the College Planning Council, the Senate's Standards for Students Committee, perhaps in cooperation with its Student Welfare Committee, could have rewritten the Student Code of Conduct rather than Student Affairs, and the Senate's Budget and Staff Allocation Committee could have developed plans for budget reallocation and resource realignment rather than the various bodies that you have created for these purposes. Again, I know that you have the authority to form groups to perform deliberative and advisory work; my concern is whether you are using these bodies, rather than the Senate and its committees, as the principal deliberative and advisory bodies of the College.

The President responded. Every year there are dozens of recommendations; expertise is needed across the campus from other bodies for me to review, and potentially approval. We seek Senate representation, institutional innovation, committee reps from the Senate body. Continuous work year after year is with the College Senate. We seek Senate recommendation which provides consistently and continuity.

CQ-10: I'm just wondering is there a chance that campus parking be addressed? First is the amount of how much is being given to construction, it seems a bit excessive. Next is one that baffles a bunch of the overnight workers, why is there two types of parking permits? One for days and one for overnights, can't employees have just one that is good any time?

Response begins at 37:12 into podcast:

Vice President Barnum responded. Parking is allotted to contractors varies, depending on location and duration of project.

Information provided by Steve Shaffer and Ray Wagner in the Parking Office.

There are 80 permits in effect to 13 contractors and sub-contractors, which all expire end of December that are in faculty and staff lots.

Some contractors need to set up staging areas that have heavy equipment and supplies that are needed for the construction inside building; they need to be close to the work site area for debris removal, etc.

Lot I-32 will reopen in January 2020 to faculty and staff and there are some spots in that lot that will still be needed to complete the Starbucks Café. SE part of Lot R-12 will go back to student use.

Parking Permit response: *Standard faculty/staff parking permits are less restrictive than the overnight permits. Faculty/staff permits are valid anytime. The other (overnight) staff permit is valid from 1am-6 am. Parking is prohibited from 1am-6 am except for lots R-14, G-42 and I-39. This is to contain parking areas for snow removal if needed in other lots, and for safety and security. Overnight permits allow overnight UPD easy recognition of overnight staff so they are not ticketed by UPD.*

CQ-11: Looking to the future, do you see any room for improvement in how your administration and this College's faculty, staff, and students share in the governance of this College?

The President *respond by stating there is always room for improvement with shared governance on campus, improvement is always the goal. There are two committees on campus that for the last two years have been performing duplicative and overlapping work, so there is always room for change and improvement, perfection is a goal.*

CQ-12: "Sense something, say something, do something." There is confusion concerning what issues the CARE team handles and what matters the Student Conduct Office handles. When we "care enough to call" we don't know where to call. There is also concern that students have a 2-week wait for counseling services. Can you provide any data about the number of behavioral reports and the capacity of our counseling center to address the mental health needs of our students?

Vice President Gordon *responded to this CQ. CARE TEAM pdf projected with information for students to get assistance in the form of safety, security and both physical and emotional help and support. BSC is not designed to be a 24-hour in-house care facility. Students can/should contact the sources for further in-depth problems and concerns; where more help can be found that can handle long term care.*

This will be discussed further at the Provost's Spring meeting next month.

There was extensive discussion from the Senate floor, on the response for CQ-12.

CQ-13: Historically Buffalo State has given each supervisor a pool of discretionary monies to award to their employees at their discretion. It looks like the college has elected to go in a different direction. Top administration is now deciding how much money is to be awarded to each employee. Can you explain the reasoning for the change?

The President *responded to this. One department informed me that some adjuncts were not satisfied with their DSA this year, as it was reduced. That is because we no longer have the funds to support the once larger awarded discretionary increases. And those monies, now reduced, had to be spread out over many people. That is the reason for the smaller awards, and in particular for adjunct faculty. There is less money.*

CQ-14: Does the administration have a college-wide plan to address the growing issues of food insecurity and homelessness on campus? It is irresponsible for us to admit students to our school, to expect them to pay tuition and attend classes and maintain their personal health, but then not to provide them with adequate financial support to take care of their basic needs. Should no plan exist the administration should design and implement a plan to ensure that all of our students have the resources they need to live comfortable and healthy lives while attending our institution.

Final draft for FEB. 14th ESP.

Vice President Gordon responded to this CQ. *We have been working with the Dean of Students Office and a resource coordinator. We have a strong plan to continue to address this problem. We recently had a Thanksgiving Appeal for students. Continue to work with Chartwells, Farmer's Markets. Use of the dining app for students to notify them of when food donations are available for them to get. Reduction of our food waste is important. There is a SUNY Task Force working on this problem.*

CQ-15: "As the campus has begun to see the predicted surge of students on the autism spectrum and in some instances we have been ill-prepared to serve these students, at times leaving them vulnerable to hardship and causing substantial disruption for other students and members of the campus community, we ask that the administration address the issue of students on the autism spectrum at Buffalo State College and recommend best practices, protocols, and policies, as appropriate."

Vice President Gordon responded to this CQ. *We are working with the Student Accessibility Office. BSC cannot diagnose health issues. John Draeger has webinars that also help in this area for students within the autism spectrum.*

The President concluded her remarks. There were no further questions, or discussions.

REMARKS OF THE CHAIR

The Chairs' remarks begins at: 1:01:48 into podcast.

Senator Marren gave a brief update on the provost search and continued with *his remarks:

SEARCH | PROVOST & VICE PRESIDENT FOR ACADEMIC AFFAIRS

- Position advertised, September 1, 2019
- Posting closed, November 3, 2019
- Final number of applicants: 55
- Review of applicants by committee members, September 1 – November 18, 2019
- Committee meeting to select candidates for neutral site interviews, November 20, 2019
- Neutral Site Interviews to be held January 14-15, 2020
 - 13 candidates invited to neutral site interview
 - 12 candidates accepted, all interviewing in person
 - 1 candidate who was invited withdrew, accepted position elsewhere
- On campus interviews to be held end of February through mid-March, 2020 (3-5 candidates)
- Start date, July 1, 2020

***My Remarks:** Ben Johnson said that Shakespeare had "little Latin and less Greek." I'm in the same boat. Although I don't pretend to be a classicist, I want to draw your attention to the word I wrote on the board. The word is pronounced "kat-a-LU-ma," which is Koine Greek and has been translated through the years as "guest chamber." Much of the New Testament was written in Koine Greek, though the original manuscripts didn't survive so what we have are copies of copies, which doesn't help for precision of language.

Final draft for FEB. 14th ESP.

I'm telling you all this in the spirit of the season because the Gospels of Matthew and Luke say that Jesus was born in a katalyma, which could mean, as some modern Biblical scholars suggest, that Jesus was not born in a cave or stable but in the guest chamber of a home. When Mary was about to give birth, they probably took her to the attached storeroom or guest chamber for privacy and for the needed room.

Remember that Joseph and Mary went to Bethlehem for the census. And the census was about counting people so they could be taxed, not about asking them if they were citizens on a form. Bethlehem was Joseph's home town and it makes sense that he would have some relatives there who would take the family in temporarily.

The Bible also says that Jesus was surrounded by either shepherds, or kings, or angels. Put it all together and it means that Jesus was born surrounded by love and care.

OK. But I'm not here to talk about Jesus or the Bible. I'm here to talk about us. You and me and the love and care we share in our classrooms or offices, on our committees and in Senate meetings. Everyday stuff matters. Seeking answers and justice matters. Jesus was born vulnerable and in need of support. We—you and me and this college—are vulnerable and in need of support. So, we can only help each other by working together.

We're lucky that this Senate is made up of many voices and many stories, from faculty and staff and administration to undergrads and grad students. And we're not cast off to a lonely barn, but in the center of our own "family home."

We're leaders who asked to be here. People voted for us because they want us to work. There are many things that are beyond our control. So, let's take some time to think about what we can do and work together to, as Lincoln eloquently put it, bind up our wounds.

In the spirit of the season, whether you celebrate one of the religious holidays or "festivus for the rest of us," I wish all of you peace and joy. Let's come back together in January rested and ready to work together.

COMMITTEE REPORTS

Committee Reports can be heard beginning at: 1:06:43 into podcast:

<https://newsandevents.buffalostate.edu/podcasts/college-senate-meeting-december-13-2019>

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

Senator Cole gave a power point presentation on the history of the College By-laws and how they were somehow adopted as the Senate's By-laws. With this report he concluded that the Senate needs its own set of by-laws, as would be determined with a process that involves the administration and the senate. <https://collegesenate.buffalostate.edu/reports-senate-2015-2019>

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

Senator Sharma presented three resolutions for a vote: (She went over each resolution's final language).

(Please go Appendices to view each resolution at Appendixes; A, A-1 and A-2).

- DOPS Policy Number: IV: 09:00 Subject: Course Number Change
 - **Senator Marren** asked for discussion. There was no discussion.

Final draft for FEB. 14th ESP.

- **Senator Marren: All those in favor. Approved.**
- DOPS Policy Number: IV: 10:00 Subject: Course Title Change
 - **Senator Marren** asked for discussion. There was no discussion.
 - **Senator Marren: All those in favor. Approved.**
- DOPS Policy Number: IV: 11: 00 Subject: Adding, Replacing, and Removing Prerequisites from Courses
 - **Senator Marren** asked for discussion. There was no discussion.
 - **Senator Marren: All those in favor. Approved.**

Faculty and Staff Welfare Committee – (FSW)-Maria Brickhouse, Chair

Senator D'Angelo presents on behalf of **Senator Brickhouse**, the resolution on the DOPS Policy VI: 25:00 Adjunct Status Procedure. **(Please see Appendix B for resolution)**

Senator Marren asked for any discussion.

There was a lengthy discussion.

Senator D'Angelo stated to the Senate, that she will forward the feedback to **Senator Brickhouse** and the FSW Committee. This will come back to the Senate for a vote at the February 14th, 2020 Senate meeting.

Senator Marren then introduced **Jonathan Hulbert**, IIAC Chair and Director of Leadership and Organizational Development, from the Advisory Council (IIAC) and FSW Member.

Jonathan presented a power point report on:

The Campus Culture and Employee Engagement/Satisfaction Study

(Please see this report at: <https://collegesenate.buffalostate.edu/reports-senate-2015-2019>)

Instruction & Research Committee-(I&R)-Arlesa Shephard, Chair

Senator Shephard presented her committee's resolution on the DOPS Policy for Approved Applied Learning, with revised language that the Senate requested at the November 8th Senate meeting. **(Please go to Appendix C to see resolution)**

- **Senator Marren:** Is there any discussion?
- **Senator Marren** then asked the Senate to vote on the resolution. (Clickers were used for voting tallies). **Senator Marren: All those in favor. Approved.**

Senator Shephard then introduced a resolution for the DOPS Policy on Micro-Credentialing. **(Please go to Appendix C-1 to see resolution)**

Final draft for FEB. 14th ESP.

- **Senator Marren** asked for discussion. There was a lengthy discussion.

Senator Shephard then introduced a resolution for a new DOPS Policy on Open Access
(Please see Appendix C-2 for resolution)

- **Senator Marren** asked for discussion. There was a lengthy discussion.

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

(Please go to Appendix D to see resolution)

Senator Knowles introduced a resolution on: Upper Division Credit Limit

Senator Marren asked for discussion.

Senate Wadsworth gave lengthy feedback/commentary to this resolution, and his concerns with the way it is written. He also requested that the Senate Chair please consider postponing voting on this until the March Senate meeting; as the SNSS has a meeting after the February 14th Senate meeting, and this resolution needs to be discussed by the SNSS.

Unfinished Business

GEATFC Update – Gen Ed Ad Hoc Task Force on Curriculum

Senator Sharma gave an update on the status of the Gen Ed task force, aka GEATFC

<https://collegesenate.buffalostate.edu/general-education-ad-hoc-task-force-curriculum>

Please go into podcast at: 2hrs – 29 minutes to hear this report.

<https://newsandevents.buffalostate.edu/podcasts/college-senate-meeting-december-13-2019>

UFS resolution to create (EID) Equity, Inclusion and Diversity, Senate Standing Committee

– **Senator Maldonado** introduced the motion at the November 8th Senate meeting.

(go to Appendix E to see resolution)

- **Senator Maldonado** presented the Senate; along with a review of this resolution, that comes from the UFS and is being recommended to all SUNY campuses. **Senator Loehr** seconded the motion being presented.

Senator Marren explained that first the Senate will vote to separate the two ‘resolved’ clauses so that each could be amended separately. **Senator Loehr** seconded.

Senator Marren asked the Senate to vote to separate the ‘Be It Resolved’ clauses into two. The Senate voted in favor. Approved. Now they can be amended separately.

Senator Cole started to motion to amend the resolution under; Be It Resolved. Which became irrelevant following **Senator Carson’s** motion (below) to amend and request that **Senator Cole** retract his motion. It was retracted.

Senator Carson made a motion to amend/substitute with the following language under the first; ‘Be It Resolved’ clause: (**Senator Maldonado** seconded the motion)

Final draft for FEB. 14th ESP.

“BE IT RESOLVED the Buffalo State College Senate will create and appoint members to an Ad Hoc Committee on Equity, Inclusion and Diversity. The term of this committee will be three years, and in the third year the College Senate, under the direction of its Chair, will conduct an assessment of the committee to determine if it should

- a) **Remain as ad hoc committee of the Senate.**
- b) **Become a standing committee of the Senate.**
- c) **Cease to exist.”**

Senator Marren: Now we will have a second vote on **Senator Carson’s** motion to amend/substitute the first; ‘Be It Resolved’ clause.

Senator Marren asked the Senate to vote on **Senator Carson’s** motion to amend/substitute the first; ‘Be It Resolved’ clause. The Senate voted in favor. Approved.

There was no further proposed amendments/discussion made by the Senate to **Senator Carson’s** motion.

Senator Cole made a motion to amend the second; ‘Be It Further Resolved’ clause to read as follows:

“Be It Further Resolved that the Buffalo State College Senate requests that the President consider the Chair of the Ad Hoc Equity, Inclusiveness, and Diversity Committee (or designee) for membership on the President’s Council on Equity and Diversity in the spirit of shared governance and collegiality.”

Senator Marren: Now we will have a third vote on **Senator Cole’s** motion to amend the second; ‘Be It Further Resolved’ clause.

Senator Marren All those in favor? The Senate voted in favor. Approved.

There was no further amendments/discussion made by the Senate to **Senator Cole’s** motion.

Senator Marren then explained that the Senate will have a fourth vote, that will bring the two ‘new’ amended ‘Be It Resolved’ clauses back into one document.

Senator Marren: All those in favor? Motion carried. Approved.

Senator Marren restated; the Senate has now voted on the two amendments and voted and approved to bring them into one document.

Finally, the Senate will now vote on the entire UFS resolution document as amended.

Senator Marren asked for discussion. There was no further discussion.

Senator Marren: All those in favor? The Senate unanimously approved.

New Business

There was no New Business.

Constituent Questions-CQ’s

There were fifteen (15) Constituent Questions sent in advance, all were answered during **Remarks of the President.**

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

Final draft for FEB. 14th ESP.

Senator Marren thanked everyone and wished them happy holidays. He asked for a motion to adjourn.

It was moved and seconded.

Adjournment: 5:04 p.m.

APPENDICES

Appendix A

College Senate Curriculum Committee, Bhakti Sharma, chair

Resolution presented for vote: the DOPS Policy Number: IV: 09:00 Subject: Course Numbering

BUFFALO STATE COLLEGE

DIRECTORY OF POLICY STATEMENTS

Policy Number: IV: 09:00

Date: July 23, 2008

Subject: Course Number Change

A. Changes of number sequencing within a level (e.g., LIB 100 to LIB 250 e.g., XXX 100 to XXX 250) do not require College Senate Curriculum Committee approval. ~~A memorandum must be sent to the Academic Affairs Office and copied to the Chairperson of the College Senate Curriculum Committee.~~ Changes of number sequencing within a level can be made by the department chair after securing approval from the school's Associate Dean. A memorandum along with the minimal change form must be sent to the Academic Affairs Office and a copy must be sent to the Chairperson of the College Senate Curriculum Committee.

B. For number changes from one level to another (e.g., MAT 111 to MAT 311), use the Course Approval Routing Sheet and follow the course revision procedures. A cover memorandum should clearly explain changes in content that merit a level change.

For number changes from one level to another (e.g., XXX 111 to XXX 311), the department chair will submit the revised course proposal via the online workflow management system after securing the Associate Dean's approval. The course will need to be revised so that the student learning outcomes, assessments, and course content corresponds to the level of the class. The revised course proposal will be reviewed following the policies outline in DOPS IV:02:00.

BUFFALO STATE COLLEGE

DIRECTORY OF POLICY STATEMENTS

Policy Number: IV: 09:00

Date: July 23, 2008

Subject: Course Number Change

- A. Changes of number sequencing within a level (e.g., XXX 100 to XXX 250) do not require College Senate Curriculum Committee approval. Changes of number sequencing within a level can be made by the department chair after securing approval from the school's Associate Dean. A memorandum along with the minimal change form must be sent to the Academic Affairs Office and a copy must be sent to the Chairperson of the College Senate Curriculum Committee.
- B. For number changes from one level to another (e.g., XXX 111 to XXX 311), the department chair will submit the revised course proposal via the online workflow management system after securing the Associate Dean approval. The course will need to be revised so that the student learning outcomes, assessments, and course content corresponds to the level of the class. The revised course proposal will be reviewed following the policies outline in DOPS IV:02:00.

Appendix A-1

College Senate Curriculum Committee, Bhakti Sharma, chair

Resolution presented for vote: the DOPS Policy Number: IV: 10:00 Subject: Course Title Change

BUFFALO STATE COLLEGE

DIRECTORY OF POLICY STATEMENTS

Policy Number: IV: 10:00

Date: July 23, 2008

Subject: Course Title Change

- A. Title changes that do not ~~constitute~~reflect a ~~significant change~~major shift in course content can be made by ~~department chairs~~After securing ~~approval from the school's Associate Dean, send and then sending~~approval from the school's Associate Dean, send a memorandum ~~on the minimal change form~~on the minimal change form to Academic Affairs. ~~A copy must be sent to, copying~~A copy must be sent to, the Chairperson of the College Senate Curriculum Committee.
- B. For title changes that constitute a significant change in course content, the department chair will submit a revised course proposal via the online workflow management system after securing the Associate Dean's approval. The course will need to be revised so that the student learning outcomes, assessments, and course content corresponds to the level of the class. The revised course proposal will be reviewed following the policies outline in DOPS IV:02:00. For title changes that do reflect a shift in course content, use the Course Approval Routing Sheet and follow the revision process.

Appendix A-2

College Senate Curriculum Committee, Bhakti Sharma, chair
Resolution presented for vote: the DOPS Policy Number: IV: 11: 00 Subject: Adding, Replacing, and Removing Prerequisites from Courses

BUFFALO STATE COLLEGE

DIRECTORY OF POLICY STATEMENTS

Policy Number: IV: 11: 00 Date: July 23, 2008

Subject: Adding, Replacing, and Removing Prerequisites from Courses

A. Changes in prerequisites that do not constitute a significant change in course content can be made by a department chair. After securing approval from the school's Associate Dean, send a memorandum on the minimal change form to Academic Affairs. A copy must be sent to the Chairperson of the College Senate Curriculum Committee, securing approval from the Dean and then sending a memorandum to the Office of Academic Affairs, copying the Chairperson of the College Senate Curriculum Committee. The memorandum must give the rationale for the change and explain how the proposed change does NOT result in any increase in the total number of credits required for program completion through the addition of hidden prerequisites.

B. For prerequisite changes that constitute a significant change in course content, the department chair will submit the revised course proposal via the online workflow management system after securing the Associate Dean's approval. The course will need to be revised so that the student learning outcomes, assessments, and course content corresponds to the level of the class. The revised course proposal will be reviewed following the policies outline in DOPS IV-02-00. For prerequisite changes that do reflect a shift in course content, use the Course Approval Routing Sheet and follow the course revision procedures.

Appendix B

Faculty & Staff Welfare Committee, Maria Brickhouse, chair
Resolution introduced on the DOPS Policy VI:25:00 Adjunct Status Procedure

BUFFALO STATE COLLEGE

DIRECTORY OF POLICY STATEMENTS

Policy Number: VI:25:00 Date: 2018

Subject: Adjunct Status Procedure

Adjunct (instructor, assistant, associate, full) professor rank is appropriate for a member of the faculty whose credentials are similar to those in regular academic rank, but whose primary employment is elsewhere, and whose part-time status at the college is deliberate and potentially ongoing, i.e., as opposed to the short-term, part-time appointment more appropriately made at the lecturer rank. If an adjunct is hired at the associate or full rank, they are eligible for a one-year contract at the discretion of the Dean. Adjunct appointments may or may not be compensated. Adjunct faculty are often professionals (journalists, lawyers, architects, engineers, etc.) whose contribution to the college is enhanced by the primary external affiliation, and who may thus be regularly reappointed. Adjunct faculty may also be non-teaching professionals or management confidential employees at the college who do not hold regular academic rank, but who may participate with some regularity in the teaching program. The academic rank of an adjunct appointment should be commensurate with terminal degree, experience, status, and maturity. Adjunct faculty may apply for a change in rank before the start of any contract period.

Step One:

Identify the person who is being recommended for adjunct status. Obtain an updated vita/resume from the person and, with a letter of recommendation from a faculty member, forward to the Department Professional Welfare Committee.

Step Two:

The Professional Welfare Committee of the Department should review the credentials of the candidate and determine if adjunct status should be granted. If yes, then the Committee recommends the adjunct academic rank that should be appropriate for a member of the faculty whose credentials are similar to those in regular academic rank. The academic rank of an adjunct appointment should be commensurate with terminal degree, experience, status and maturity. The Committee should recommend the term for which the adjunct status should be. Then, the complete recommendation should be sent to the Department Chairperson.

Step Three:

The Department Chairperson reviews the recommendation and, if in agreement, completes the Buffalo State College Faculty and Professional Appointment Form. No compensation should be listed on the form. The Department Chairperson forwards the following to the Dean of the School:

1. Letter of recommendation.
2. Faculty and Professional Appointment Form.
3. Vita/Resume for the recommended adjunct faculty member.

Step Four:

The Dean reviews the recommendation and, if in agreement, forwards the necessary documents, along with a letter of support, to the Provost/Vice President for Academic Affairs.

Appendix C

Instruction & Research Committee, Arlesa Shephard, chair
Resolution presented for vote the new DOPS Policy for Approved Applied Learning

Whereas: the campus strategic plan of 2016 states:

1.1 Ensure every student engages in multiple high-impact practices during their academic career.

- 1.1.1 Develop a comprehensive retention, engagement and persistence framework to ensure that high-impact practices are delivered effectively.
- 1.1.2 Offer an Applied Learning experience for every BSC student.
- 1.1.3 Increase number of opportunities for integrated learning, including Learning Communities.
- 1.1.4 Increase opportunities for undergraduate research.
- 1.1.6 Include faculty participation in high-impact practices into evaluation.

Whereas: SUNY requires that approved applied learning be reported annually by number of seats and category of opportunity.

Whereas: the Approved Applied Learning has no current centralized method for course approval, assessment and oversight,

Whereas: MSCHE expects that educational programs be assessed. According to Standard V, *Educational Effectiveness Assessment*, if Applied Learning is included as an integral part of the BSC experience, MSCHE expects us to 1) assess how well we are meeting that goal and 2) use the results of our assessment to improve our performance.

Therefore, Be it Resolved:

Buffalo State College
TITLE OF POLICY: Approved Applied Learning

Category: Curriculum

Date Established: [Click here to enter text.](#)

Responsible Office: [Click here to enter text.](#)

Date Last Revised: [Click here to enter text.](#)

Undergraduate and graduate courses [sections](#) that meet the following requirements may be designated as Approved Applied Learning and carry the appropriate AAL designation. Designation is awarded to a specific instructor ~~for~~ [each](#) course.

- [1.](#) The course must be an existing and active course, one already approved by CSCC.
- [2.](#) [The Course meet all of the following SUNY criteria for Approved Applied Learning.](#)
 - [a.](#) [Activity is structured, intentional and authentic](#)
 - [b.](#) [Activity requires preparation, orientation and training](#)
 - [c.](#) [Activity must include monitoring and continuous improvement](#)
 - [d.](#) [Activity requires structured reflection and acknowledgment](#)
 - [e.](#) [Activity must be assessed and evaluated](#)
- [3.](#) The Course meets at least one of the [approved](#) types of Approved Applied Learning, [which includes the following: as specified on the following website: <https://appliedlearning.buffalostate.edu/>](#)
 - [a.](#) [Internship](#)
 - [b.](#) [Clinical placement](#)
 - [c.](#) [Practicum](#)
 - [d.](#) [Clinically rich practice](#)
 - [e.](#) [Service-learning](#)
 - [f.](#) [Community service](#)
 - [g.](#) [Civic engagement](#)
 - [h.](#) [Creative works](#)
 - [i.](#) [Research](#)
 - [j.](#) [Entrepreneurship](#)
 - [k.](#) [Field study](#)
 - [l.](#) [International & domestic travel/exchange and study away](#)
- [4.](#) The course instructor completes the Approved Applied Learning course narrative submission form [for the course section\(s\) to be awarded this designation.](#)

All submissions are approved by the Department Chair, Associate Dean of the appropriate School and the Approved Applied Learning ~~oversight Oversight committee Committee.~~

[Course/instructor The Approved Applied Learning](#) designation ~~will~~ can be renewed [for each instructor and course section](#) on a 3-year cycle.

Appendix C-1

*Instruction & Research Committee, Arlesa Shephard, chair
Resolution introduced the DOPS Policy on Micro-Credentialing*

WHERE As, Buffalo State is committed to each student's success and the value of individualized learning.

(<https://system.suny.edu/academic-affairs/microcredentials/>)

WHERE As, Buffalo State is committed to supporting lifelong learning

WHERE As, Buffalo State is committed to motivating students to persist

WHERE As, Buffalo State is committed to provide a pathway to higher education

WHERE As, Buffalo State is committed to students distinguish themselves in the marketplace

Therefore, be it resolved that accordance with the SUNY policy and our to [mission*](#) to empower students to succeed and to inspire a lifelong passion for learning that Buffalo State adopt a policy on micro-credentials.

BUFFALO STATE COLLEGE DIRECTORY OF POLICY STATEMENTS

Policy Number:

Revised:

Subject: Micro-Credentials

Definition of Micro-Credentials

Micro-credentials verify, validate, and attest that specific skills and/or competencies have been achieved and are endorsed by the issuing institution, having been developed through established faculty governance processes and designed to be meaningful and high quality.

Types of Micro-Credentials

SUNY Buffalo State recognizes four types of micro-credentials that are covered by this policy. All micro-credentials described below can be credit or non-credit bearing and stackable.

- A. **Curricular Micro-credentials:** Curricular micro-credentials involve minimally one credit hour and no more than 15 credit hours, and may combine credit-bearing courses and non-credit-bearing activities. These micro-credentials must be reviewed and approved through the regular process of curriculum approval for their level. These micro-credentials may be awarded and found on a transcript or co-curricular document.
- B. **Professional Pathways:** Mapped to skills and competencies desired in a particular professional field, these pathways generally include academic courses and experiential learning. Often they will be interdisciplinary. Specific academic assignments will be identified in each course that map to the skills and competencies identified for the particular professional field.
- C. **Skill & Competency Badges:** Offered to current students and complementing the curriculum, these are smaller badges that help earners obtain and demonstrate skills. These badges can be stand-alone or built into a course.
- D. **Continuing Education Badges:** Used for lifelong learning, professional training in collaboration with employers, or a smaller version of a larger graduate or certificate program.

Certificates of participation (participated in a workshop, training, or co-curricular activity external to a course) and external credentials (designed and administered by external organizations or vendors such as Lynda badges, Google Certification, Microsoft certification, mandated state or SUNY training), may be of value to SUNY Buffalo State and may be made available or required as part of some programs on campus. These are not covered by this policy. The use of gamification and badging within a course that do not lead to a SUNY Buffalo State micro-credential is not covered by this policy.

Guiding Principles

The following guiding principles should be considered when proposing a micro-credential:

- Academic quality is paramount and should reflect the standards guiding curriculum and assessment as defined and articulated by academic departments and schools and governed by the policies and procedures of the College Senate
- Aligned with campus mission and strategic goals
- Aligned with industry/sector standards designed to meet assessed market needs
- Portable and have value beyond the institution
- Stackable, which means that multiple micro-credentials can be accumulated over time and could lead to credit bearing coursework, a more advanced badge, or a registered certificate

Requirements

1. Anyone who is eligible to take the required credit or non-credit courses/programs or engage in the co-curricular activities may earn a micro-credential. At the discretion of the faculty, the eligibility requirements might include a minimum GPA or other criteria for matriculated students, and/or an application process for non-matriculated students.
2. Micro-credentials are awarded upon successful completion of the specific requirements for that credential.
3. Micro-credentials should have clear, measurable outcomes, assessments aligned to the outcomes, and evidence of mastery of the outcomes through reliable and valid assessments
4. Only credit bearing micro-credentials may be stacked for credit.
5. SUNY Buffalo State micro-credentials may or may not be transferable to other campuses.
6. Verification of successful completion of a micro-credential may result in a grade within a course or a notation of satisfactory completion

Approval Process

The department chair will submit the micro-credential proposal via the online workflow management system. The micro-credential proposal will be reviewed following the guidelines outlined in this policy.

Resources:

Micro-Credentials at SUNY - <https://system.suny.edu/academic-affairs/microcredentials/>
SUNY Taxonomy of Terms for Micro-Credentials - <https://system.suny.edu/academic-affairs/microcredentials/definitions/#d.en.38281>

Appendix C-2

*Instruction & Research Committee, Arlesa Shephard, chair
Resolution introduced a new DOPS Policy on Open Access*

Whereas: the State University of New York Board of Trustees and Chancellor's Office issued the "Campus Open Access Policies" resolution requiring that each campus develop and adopt an open access policy that recognizes each campus's unique mission and culture by no later than March 31, 2020; and

Whereas: the Buffalo State College Faculty recognize the importance of disseminating their research broadly, promoting equitable access to their scholarly output, and ensuring the long-term preservation of their work; and

Whereas: Buffalo State College faculty routinely produce scholarly and creative works that are of public interest, inform the works of other scholars, and promote scholarly activities in their respective fields; and

Whereas: the scholarly and creative works of Buffalo State College faculty are frequently published in leading journals, many of which have open access provisions; and

Whereas: access to scholarly journals has become increasingly cost-prohibitive for SUNY faculty, staff and students, and for the libraries that support them, and awareness of journal open access provisions and/or opportunities for shared resources that would increase access can be improved;

Therefore, be it resolved: Buffalo State College adopt the following policy for open access.

BUFFALO STATE COLLEGE DIRECTORY OF POLICY STATEMENTS

Policy Number:

Subject: Open Access

Revised:

In agreement with the SUNY Chancellor's "Campus Open Access Policies and System Repository Resolution," Buffalo State College Faculty (Faculty) recognize the importance of disseminating their research broadly, promoting equitable access to their scholarly output, and ensuring the long-term preservation of their work. In support of these goals, Faculty choose to make their scholarly journal articles available in the Buffalo State Repository (Digital Commons) or another open access repository. E. H. Butler Library (Library) commits to providing the necessary ancillary services related to this policy. After an article is accepted for publication, Faculty who choose to deposit their work in the Buffalo State Repository, can provide the Library with an electronic copy of their full-text, peer-reviewed article manuscript and the Library will deposit it, respecting any restrictions imposed by academic publisher licensing agreements. This policy places no restrictions or conditions on the journals in which Faculty publish; journal selection is entirely up to each faculty member. This policy applies to articles published by current Faculty after the effective date of this policy.

Appendix D

Standards for Students Committee, Meg Knowles, chair
Resolution introduced on Upper Division Credit Limit

DOPS Revision: Upper Division Criteria & Collegewide Degree Requirements
Introduced at the December 2019 Senate meeting by the Standards for Students Committee

Commented [MH1]: I'd recommend letting the Registrar, Associate Provost, and Interim AVP for Institutional Effectiveness do a quick review of our final motion given we invoked the work of their offices in this motion.

WHEREAS, Buffalo State is currently out of compliance with SUNY's policy that requires "bachelor's degree programs should have at least 45 credits of upper division study, with 24 in the major;" ~~students to complete 45 upper division credits (24 in the major of study) for degree completion~~; and

WHEREAS, Middle State accreditation requires ~~we Buffalo State policy~~ be in compliance with SUNY policy; and

WHEREAS the current Buffalo State degree structure, by incorporating Intellectual Foundation 2014 general education requirements, allows for an additional 30 credits of all-college electives,

And WHEREAS an institutional data review of that degree structure determined that most academic major programs can easily comply with a 45 credits upper division requirement

THEREFORE, BE IT RESOLVED that Buffalo State amends its DOPS policy on Collegewide Degree Requirements for Baccalaureate Degrees as revised in this document to move Buffalo State into compliance with SUNY policies for degree completion and require 45 upper division credits for bachelor's degrees;

BE IT FURTHER RESOLVED THAT this policy change would go into effect beginning with the 2019-2020 academic year and that the college catalog and college website be updated to ensure that DOPS language is consistently reflected in the catalog and on the website for this policy;

Commented [MH2]: We should ask the people noted about the appropriate effective date and wording to indicate that time.

Policy Number: I:04:00

Date: September 2019

Subject: Collegewide Degree Requirements for Baccalaureate Degrees

Graduation Requirements

The Registrar's Office updated the graduation application process in December 2017.

Undergraduate students are able to apply for graduation online through Banner Self-Service. Students are no longer required to drop off paper forms at Moot Hall. Graduate students should visit the Graduate School website for degree applications and information about applying for graduation. Students who apply for graduation after the application deadline will not be charged a fee.

After the application deadline has passed, the Registrar's Office will review the records of students who have not applied for graduation but are likely to graduate and will administratively register these students for graduation. These students will be alerted via email that they have been registered for graduation and that they may opt out of review for graduation by contacting the Registrar's Office. All students expecting to qualify for a degree must fulfill the following requirements:

1. Meet all financial obligations to the college and return all college property.
2. Meet all curricular requirements. Students must have completed the prescribed curriculum for their major. If requirements have changed since they were admitted to a program, they may choose to graduate under the old or new requirements.
 - a. Maintain a minimum cumulative GPA of 2.0 for all coursework taken at the college. The minimum cumulative GPA for the courses taken in the major field must also be 2.0.
 - b. Complete the 33-39 credit hours of Intellectual Foundations requirements.
 - c. Complete a minimum of 45 credit hours of upper division coursework, courses generally considered advanced and numbered 300 – 499.
 - d. A minimum of 30 credit hours, through the college.
 - e. A minimum of 120 academic credit hours must be completed.
3. Education majors leading to certification for teaching in the early childhood and upper-elementary grades must fulfill a drug-education requirement and should file a certification application with the Teacher Certification Office.
4. No students will be cleared for graduation until all grades of I, N, or X have been replaced with an appropriate letter grade.

Undergraduate students can apply for graduation online through Banner Self-Service. Graduate students should visit the Graduate School website for degree applications and information about

Appendix E

*From University Faculty Senate-SUNY, presented by Heather Maldonado, BSC UFS Senator/Senate Executive Committee
Resolution introduced to establish Equity, Inclusion and Diversity (EID) Standing Committee*

TO: Buffalo State Senate
FROM: College Senate Executive Committee
RE: Resolution: Establishment of Standing College Senate Equity, Inclusion, and Diversity Committee
DATE: November 8, 2019/December 13, 2019

RATIONALE:

WHEREAS the University Faculty Senate voted to approve Resolution # 183-01-02: Establishment of Standing Campus Senate Equity, Inclusion, and Diversity Committees during the 183rd UFS Plenary at SUNY System in October 2019 (see UFS Resolution information on page two of this document), and

WHEREAS the Buffalo State College Senate structure does not currently include an Equity, Inclusion, and Diversity Committee to help ensure the work of the Senate facilitates equity, inclusion, and diversity in alignment with our College mission:

RESOLUTION:

BE IT RESOLVED the Buffalo State College Senate will create and appoint members to an Ad Hoc Committee on Equity, Inclusion and Diversity. The term of this committee will be three years, and in the third year the College Senate, under the direction of its Chair, will conduct an assessment of the committee to determine if it should

- a) Remain as ad hoc committee of the Senate.
- b) Become a standing committee of the Senate.
- c) Cease to exist.

BE IT FURTHER RESOLVED that the Buffalo State College Senate requests the President consider the Chair of the Ad Hoc Equity, Inclusiveness, and Diversity Committee (or designee) for membership on the President's Council on Equity and Diversity in the spirit of shared governance and collegiality.

UFS RESOLUTION RATIONALE:

WHEREAS the SUNY Board of Trustees September 10, 2015 Resolution "Diversity, Equity and Inclusion Policy" desires to make "SUNY the most inclusive higher education system in the country," and states within the Guiding Principles that "SUNY's statutory mission makes clear its responsibility to provide the broadest possible access, fully representative of all segments of the population of New York State"; and

WHEREAS consistent with that commitment, the UFS Committee on Equity, Inclusion and Diversity is charged to "concern itself with issues pertaining to equity, inclusiveness and access, as they are reflected in the curriculum, student body and personnel of the State University"; and

WHEREAS the 33 SUNY campus Senate organizations collectively serve as one of the country's largest faculty governing structures, and is "concerned with effective educational policies and other professional matters within the University," impacting the lives, experiences, and opportunities of all diverse campus/community stakeholders and New York State residents; and

WHEREAS in support and alignment of current SUNY structures (UFS EID Committee), priorities (EDI Strategic Plans), values (Shared Governance), and initiatives (PRODiG, EIT) which seek to create and maintain equitable campus environments that welcome, respect, and support all individuals and communities who affirm human dignity.

UFS RESOLUTION:

THEREFORE BE IT RESOLVED that the UFS requests that all campus governance bodies establish their own Equity, Inclusion and Diversity (EID) Committee if one does not currently exist; and

BE IT FURTHER RESOLVED that the UFS requests that all Campus Governance Leaders work with campus governance bodies' EID Committees to align committee charges with the following UFS EID

Committee charge:

The Committee on Equity, Inclusion and Diversity will concern itself with issues pertaining to equity, inclusiveness and access, as reflected in the curriculum, student body and personnel of the State University. Among the activities of this committee will be collecting and disseminating information, organizing periodic meetings and workshops, and providing guidance and recommendations to the Senate so that it may act with the best intentions of all people in mind; and

BE IT FURTHER RESOLVED that the UFS requests campus governance bodies consider intentional efforts to maximize inclusive and diverse committee representation, including cultural and social identity groups, during their respective election/appointment processes; and

BE IT FURTHER RESOLVED that the UFS encourages existing campus EID committees/task forces to consider campus senator or governance body EID representation (Chair or appointee) for membership.

UFS RESOLUTION BACKGROUND INFORMATION:

1. Diversity, Equity, and Inclusion Policy. (2015, September 10). Retrieved from https://www.suny.edu/sunypp/documents.cfm?doc_id=804
2. Electronic and Information Technology (EIT) Accessibility Policy. (2019, June 20). Retrieved from https://www.suny.edu/sunypp/documents.cfm?doc_id=883
3. SUNY. (2019). Elements of Proposals for PRODI-G. Retrieved from <https://www.suny.edu/prodig/proposals/>
4. SUNY. (2019). Equity, Inclusion and Diversity Committee. Retrieved from <https://system.suny.edu/facultysenate/committees/inclusion/>