

Buffalo State College

The State University of New York

• COLLEGE SENATE MEETING •

Minutes/Summary

FEBRUARY 14, 2019-BULGER 217, 3 P.M.

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

For ESP on March 6, 2020,

The Senate Meeting of February 14, 2020

*The Official Record of the Senate- mp3 Audio Podcast:

<https://newsandevents.buffalostate.edu/podcasts/college-senate-meeting-february-14-2020>

*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 3:07p.m.

ADOPTION OF THE AGENDA: *Senator Marren* presented the agenda. *Senator Marren* noted that the agenda needed to be amended to include a resolution being brought forth, and also the removal of Standards for Student presenting a revised roster. *Senator Brickhouse* moved and *Senator Loehr* seconded. The February 14, 2020 amended Agenda was adopted.

PRESENTATION OF THE SENATE MINUTES: *Senator Marren* presented the minutes summary of December 13, 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 1:25 into podcast

<https://newsandevents.buffalostate.edu/podcasts/college-senate-meeting-february-14-2020>

President Conway-Turner spoke on these topics:

- Recognition of Senator and faculty member Kevin Williams for his role with the Mars Rover in 2020. Congratulations and thank you for representing Buffalo State so well.
- Commented on the recent announcement of the School of Arts and Humanities and School of Natural and Social Sciences that appeared in the Daily.
- Merger of A&H and SNSS can bring more synergy across the disciplines; working across Art and Sciences to enhance opportunities for students.
- This is not a novel idea, but most common among our peer institutions.
- Will mean more collaborative projects and teaching support; easier access and continuation of work across the arts and sciences. Cross curricular options to enhance opportunities for students with multiple interests.
- 95% of our Gen Ed curriculum is within those two schools and though the Senate is working on the Gen Ed reconstruct, eventually when implementation is ready, we can decide a curricular process. Configuration will ease implementation.
- This merger will also aid with our capital campaign, donor fundraising, and foundations.
- Remodeling the Classroom Building and Upton Hall to share arts and science curriculum.
- Efficiency of spaces used.
- Original discussion of this merger took place in 2015, and the reasoning for action now on this merger is that we have two interim deans in both schools. We are also nearing our 150th anniversary.
- Our communication of this merger however could have been better. The merger committee will be led by faculty with at least a year and a half process to work things out.
- Representation from both A&H and SNSS will be on this committee.

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- We do apologize for the stark announcement.
- Yesterday the Provost and I met with Senate leadership to discuss improvements for communication with the Senate, as it especially relates to shared governance.
- Heard from Senate leadership from campus constituents, issues and concerns.
- We (the administration) intend to enhance our communication in the future to have a collaborative framework that will meet the needs of this institution.
- Creating a new tradition for a summer retreat that will include the Senate leadership, as I discussed with Senate Chair Joe Marren.
- We have to have an additional mechanism to ensure our collaboration, communication improvement.
- Possibly having the first Senate meeting of a semester devoted to just hearing concerns, having discussion on issues that affect our entire campus. This open forum style senate meeting would be open to all who want to attend, this could be a productive idea.
- The Senate leadership meet with the President's Cabinet to have an open discussion, so we don't find ourselves not understanding communications from the administration to the campus. Finding ways to navigate through choppy waters and have productive and respective ways of working together.
- **Provost Mayrose** added that the implementation of the merger team would also have Khaleel Gathers and Jerod Dahlgren on it to help with communications.

The President asked for discussion.

There were some questions and discussion from the Senate floor.

It was noted for the record that all candidates being considered for the provost position have been informed of our current campus collaborative initiatives/plans, and as a prerequisite, they would need to comply with these campus plans after taking the position.

The President then introduced **Vice President Barnum** to give the Senate a budget and facilities update.

Budget and Facilities Report

The entire report, inclusive of discussion following, begins at: 20:56 into podcast through 47:54.

Vice President Barnum presented a power point, please see this report on the Reports to the Senate page at: <https://collegesenate.buffalostate.edu/reports-senate-2015-2020>

REMARKS OF THE CHAIR

The Chairs' remarks begin at: 47:56 into podcast.

Senator Marren gave a brief update on the provost search and continued with *his remarks:
TALKING POINTS FOR COLLEGE SENATE – February 14, 2020

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

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- 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
 - 8 candidates accepted, all interviewed in person
 - 5 candidates who were invited withdrew from pool
- Four Candidates invited to campus interview, to be held:
 - Candidate 1: February 24-25, 2020
 - Candidate 2: February 27-28, 2020
 - Candidate 3: March 9-10, 2020
 - Candidate 4: March 11-12, 2020
- Start date, July 1, 2020, 2020

Senator Marren: I take as my inspiration a line from a poem by Lawrence Ferlinghetti, "Pity the nation that raises not its voice." We're not a nation, but the idea lingers and is applicable to us today. A lot of us are worried about the future of this college. For me—and I know you're heard me say this before—this is my academic home. All that I am today is because of my time here and because of the professors who nurtured me and guided me on my path. All of you here today are doing that same work with our students and for that I applaud you.

We have a resolution before us today that will create a task force to guide our shared abilities to talk to each other, but more importantly to perhaps get us to listen to each other.

It is based on best practices from, as mentioned in the whereas clauses, SUNY in all its manifestations, the American Association of University Professors, the American College on Education, the Association of Governing Boards of Universities and Colleges, the American Association of State Colleges and Universities, and the Middle States Commission on Higher Education.

The resolution is very simple. The goal is to create a task force to prepare a report on shared governance and how it works, or where it needs work. That task is essential to the mission of a healthy university. Some of you may be worried about the goal, or wonder why we need it. To me it's all about defining roles, duties, responsibilities and working with others in harmony.

So let me speak about harmony. I have to because this resolution has taken over my life outside of classes and the long drive from my house to and from campus. In the past 10 days I have had three people ask me about votes of no confidence. I personally don't believe we should have such a vote and I only mention it because people who have asked me about it expect a public answer. In fact, one anonymous letter passed on to me from a senator broke it into two parts: Who is to blame, the Senate or the administration, and why hasn't there been a no confidence motion and vote.

Who to blame? That's easy, blame me. I'm chair of the Senate. But I think we have to move beyond asking WHO to blame and should instead focus on WHAT do we do to move forward. A vote of no confidence is not the way. And, again, I'm only bringing this up because it came as an anonymous written question given to me by another senator. Such a call for a vote can not be made anonymously. Any such vote has to come from a committee or a senator on the floor. An anonymous call does not fit either particular. I'm not playing procedural hocus-pocus, I'm reminding people of that because a no confidence vote is disruptive and should be a last resort, especially since there are many intermediate steps to help people work together to resolve issues. Why do I say that? Actually because I saw a TV show where an English vicar quoted Hebrews 10:24-25 and it made me think of us: "And let us consider how we may spur one another on toward love and good deeds, not giving up meeting together, as some are in the habit of doing,

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but encouraging one another—and all the more as you see the Day approaching.” The implied eschatology isn’t lost on me, but I think we should focus instead on these words, “spur one another on toward love and good deeds.” We owe it to each other and to our students to work together, to listen to each other, and to move forward collegially.

If you think about it, you may realize that we are all flawed but faithful pillars of this Buffalo State community of scholars. We have hope even if our varied plans are not meshing together in the circumstances du jour. So we should talk to each as a community. All is not dark if we listen to each other. Communication must be vibrant and active and not an untested idea.

I close with an idea from the late Fabien Eboussi Boulaga, a Jesuit priest and philosopher from Cameroon, who had his own version of that famous Cartesian dictum. He said, “I dance; therefore, I live.” I can’t dance, so my interpretation of that is not about dancing—thank God—but about the vibrancy and zeal of the human condition and the promises of better days. It’s a reminder that even in the gloomiest of times hope still lives. We are blessed with hope because we’re here and because we’re speaking to—and hopefully listening to—each other. Let’s continue our dance of hope.

Following **Senator Marren’s** remarks, he presented on behalf of the Senate Executive Agenda Committee (SEAC) a resolution for shared governance. The resolution is in the Appendices, **see appendix A.**

Senator Marren gave a brief overview of the intention of this resolution, which would create a task force on shared governance. He opened the floor for questions and or discussion.

There was extensive discussion/debate on the language presented in the resolution.

Please always listen to the podcast for complete recorded discussions and dialogues:

<https://newsandevents.buffalostate.edu/podcasts/college-senate-meeting-february-14-2020>

Senator DeNysschen asked for more specifics/clarity, that would explain the meaning behind some of the language. **Senator DeNysschen** made a motion to send this back to committee (SEAC). **Senator Woznick** seconded.

Senator Knowles then asked if this means that there would be no further discussion.

There was extensive debate and discussion over the motion to send back to committee.

The majority of the Senate was not in support of sending this back, but further discussion was needed.

Senator DeNysschen asked for some examples of why shared governance needs improvements.

Senator Knowles gave an example where her committee, Standards for Students is charged with several tasks, including commencement overview, and yet there is a commencement committee appointed by the President that is doing overlapping work that the S4S committee could/should be doing. There are also other administrative appointed committees that are doing overlapping work that several of the eight standing committees could/should and should be doing.

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Senator DeNysschen asked to see the charges for the standing committees. **All committee charges can be found on the Committees page on the Senate website:**

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

Senator Marren explained that delaying this vote would not help move forward the improvements to shared governance. He asked if **Senator DeNysschen** could withdrawal her motion to send back to committee. **The Parliamentarian** noted that withdrawal was not permitted.

Senator Santa Maria asked if it went back to the committee, what kind of clarity are they requesting.

Senator Marren noted to the Senate that specific examples would be needed.

After continued debate, **Senator Maldonado** made a motion to end the debate. **Senator Knowles** seconded the motion to end debate.

Senator Marren asks the Senate to vote on motion to end debate. Motion approved. Now discussion could continue. **Senator Marren** then explains to the Senate, a vote on the motion to send this resolution back to SEAC is next. All those in favor of sending this back to committee. Motion fails. Discussion can now continue.

Senator Woznick was not in favor of voting on this resolution, requesting some support dialogue from SEAC. Why do we have to vote on this today, we always discuss a resolution first then vote on it at the next Senate meeting.

Senator Marren gave supportive dialogue stating that this procedure was not mandatory, but a tradition.

Senator Carson requested some supportive dialogue from SEAC.

Supporting dialogue came from some SEAC members: **Senators; Brickhouse, Grinnell, Kline, Sharma and Knowles**, all of **SEAC**.

Senator Loehr noted that there seems to be lack of understanding on what is clear on this resolution.

Senator DeNysschen was not convinced or satisfied with some of the language on the Be It Resolved areas. She made a motion to amend the language that would add clarity requested by Senators that had not understood the language.

There was further extensive discussion.

Senator Cole suggested removing the second 'Be It Resolved' to better clarify what you are trying to say this resolution does. **Be It Further Resolved that the Buffalo State Senate, the President and her Cabinet, and the College Council work together to enact and take action as appropriate**

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on the recommendations of the Task Force on College Shared Governance to promote a productive shared decision making culture in order to move the institution forward.

If you vote on this as is, you are committing these groups. I am identifying what the situation is, not making a motion.

Senator Marren asked for discussion. He suggested replacing enact with review.

Senator Woznick dissatisfied with some wording in that 'Be It Resolved', made a motion to amend the word; 'enact' to 'review' in the resolution; 'work together to ~~enact~~ review'. **Senator Mernitz** seconds the motion to amend.

Senator Marren explained the language, and the reasoning it was there and its meaning.

Senator Mazzotta motioned to amend the motion to amend the language to read instead as: 'review and take action as appropriate on the recommendations of the task force '.

Senator Edmond second this motion.

Some brief discussion.

Senator Marren asked for discussion. Then he asked for a vote on the amendment to the amendment. All those in favor. Motion approved.

Senator Grinnell typed in the 'new' language onto the document projected.

Senator DeNysschen made a motion to delete the last; 'Whereas.

Senator Marren explained that our concern is with the Be It Resolved language, as the 'Whereas' is explanatory. Any further discussion on the entire resolution?

President Conway-Turner noted that the language; 'and the College Council' needs to be removed from this resolution, as it is against policy, and not in purview of the College Council.

Senator Marren stated that 'College Council' would be struck from this resolution as per the **President. Be It Further Resolved** that the Buffalo State Senate, the President and her Cabinet, and the College Council work together to ~~enact~~ review and take action as appropriate on the recommendations of the Task Force on College Shared Governance to promote a productive shared decision making culture in order to move the institution forward.

Senator DeNysschen then made the motion *again* to remove the last; 'Whereas.' **Senator Woznick** seconded.

Senator Marren then asks the Senate to vote in favor of removing the last; 'Whereas.' Motion failed.

After voting on several amendments, and a failing motion to remove the last; 'Whereas, **Senator Marren** then explained to the Senate that a vote now would be on the *entire amended resolution*. All those in favor of the entire amended resolution? Motion approved. Resolution passed.

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Senator Marren noted that approving this resolution allows for the formation of this task force, which would bring forth a report to the Senate with its findings for possible future resolutions or policies for shared governance.

COMMITTEE REPORTS

All Committee Reports can be heard at: 1:53:13 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 brief announcement for the upcoming Senate Elections. Nomination period and elections. <https://collegesenate.buffalostate.edu/college-senate-elections-spring-2020>

Senator Cole then presented a draft of the College Faculty By-Laws.

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

Senator Sharma presented her revised committee roster 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 Brickhouse presents for a VOTE the resolution on the DOPS Policy VI: 25:00 Adjunct Status Procedure. **(Please see Appendix B for resolution)**

Senator Marren asked for any discussion. Hearing none, he asked the Senate to vote on this resolution. All those in favor? Approved.

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

Senator Kline then presented for VOTE the resolution for the DOPS Policy on Micro-Credentialing. **(Please go to Appendix C to see resolution)**

- **Senator Marren** asked for discussion. There was no discussion. Hearing none, he asked for the Senate to vote on this resolution. All those in favor? Approved.

Senator Kline then presented for VOTE the resolution for a new DOPS Policy on Open Access **(Please see Appendix C-1 for resolution)**

- **Senator Marren** asked for discussion. Hearing none, he asked for the Senate to vote for the resolution. All those in favor? Approved.

Standards for Students Committee – (S4S)-Meg Knowles, Chair
(Please go to Appendix D to see resolution)

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Senator Knowles presented for VOTE the resolution on: Upper Division Credit Limit

Senator Marren asked for discussion. Hearing none, he asked for the Senate to vote for on this resolution. All those in favor? Approved.

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

Senator Macho explained to the Senate the current situation with his committee. Having the original elected student Chair, **Chioma Nweke** step down. After unsuccessfully attempting to ask other student members to take on this role; **Senator Macho** then asked the Senate to allow a willing graduate student who is not a Senator but is qualified to take on the role as Chair of SWC. He introduced **Matthew Burch**, a graduate student in the Creative Studies Program. **Senator Macho** also shared with the Senate, the revisions to the SWC roster with a couple of new student members replacing others that stepped down as members.

Senator Marren supported the initiative of **Senator Macho** and endorsed his choice of **Matthew Burch** to fulfill the position as Chair of SWC. The Senate unanimously approved of this.

Unfinished Business

There was no Unfinished Business.

New Business

Senator Maldonado presented the University Faculty Report from the 184th Winter Plenary at SUNY Albany, January 2020. **Senator Maldonado** gave a power point with more extensive information. Both reports can be found on these College Senate Website pages:

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

UFS PLENARY REPORTS: <https://collegesenate.buffalostate.edu/university-faculty-senate-reports>

Constituent Questions-CQ's

There were four (4) 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.

Senator Marren did mention that he just received several CQs this morning, and those will be answered at the March 13, 2020 Senate meeting.

He then thanked everyone for attending and for their important input, feedback and support of today's Senate meeting.

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

Adjournment: 5:30 p.m.

APPENDICES

Appendix A

The Senate Executive Agenda Committee, Joe Marren Senate Chair introduced the Shared Governance Resolution with expected vote.

TO: Buffalo State College Senate
FROM: College Senate Agenda/Chair Committee
RE: Resolution to Improve Shared Governance at Buffalo State
DATE: February 14, 2020

RATIONALE:

Whereas the SUNY Board of Trustees¹, SUNY Chancellor², and Buffalo State College Senate³ are all committed to the principles of shared governance; and

Whereas the American Association of University Professors (AAUP) has stated the importance of shared governance since 1920 and published the *1996 Statement on Government of Colleges and Universities*⁴, which was jointly formulated with the American Council on Education (ACE) and the Association of Governing Boards of Universities and Colleges (AGB), and calls for “shared responsibility among the different components of institutional government and specifies areas of primary responsibility for governing boards, administrations, and faculties;”⁵ and

Whereas the American Association of State Colleges and Universities (AASCU) advocates that shared governance relies on principles such as trust, sufficient time to engage in discussion, respecting diverse voices, broadening perspectives, and nurturing a productive culture in order to move institutions forward⁶; and

Whereas the Middle States Commission on Higher Education (MSCHE), Buffalo State’s accrediting body, requires shared governance in Standard VII Governance, Leadership, and Administration which includes “a clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for decision making by each constituency, including governing body, administration, faculty, staff, and students,” “an administration possessing or demonstrating regular engagement with faculty and students in advancing the institution’s goals and objectives,” and “periodic assessment of the effectiveness of governance, leadership, and administration;”⁷

Whereas there have been multiple examples of breaches of these principles of shared governance under the recent Administration, such as the dilution of faculty voice in curricular and academic personnel decisions, the redundancies of administrative committees that circumvent Senate committees in institutional decision making, and several reorganizations of divisions with no consultation with Shared Governance bodies or the affected individuals in these critical institutional decisions:

¹ <https://www.suny.edu/media/suny/content-assets/documents/boardoftrustees/SUNY-BOT-Policies-Jan2019.pdf>

² <https://www.suny.edu/about/shared-governance/>

³ <https://collegesenate.buffalostate.edu/all-about-senate>

⁴ <https://www.aaup.org/report/statement-government-colleges-and-universities>

⁵ <https://www.aaup.org/our-programs/shared-governance>

⁶ <https://www.aascu.org/MAP/PublicPurpose/2015/Winter/SharingGovernance.pdf>

⁷ https://www.msche.org/standards/#standard_7

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RESOLUTION:

Therefore Let It Be It Resolved that the Buffalo State College Senate urges the President and her Cabinet to take immediate action to correct breaches of shared governance at Buffalo State; and

Be It Further Resolved that in the spirit of shared governance the Buffalo State College Senate will create a Task Force on College Shared Governance—with invited representation from the **College Council**, the President’s Cabinet, and the College Senate (including faculty, staff, and student representatives)⁸—and charge this Task Force with preparing a comprehensive report on the state and effectiveness of shared governance at Buffalo State College. This report should include:

- 1.) a review of higher education shared governance best practices and structures
- 2.) a self-study of Buffalo State’s existing shared governance structure,
- 3.) a set of recommendations identifying and implementing further procedures and policies for the promotion and development of shared governance at Buffalo State, inclusive of a mutually agreed upon mechanism for holding both Faculty and Administration accountable for failing to act in good faith in matters of shared governance and an implementation timeline, and
- 4.) a plan to assess the effectiveness of shared governance as called for by MSCHE Standard VII.

The Task Force should be charged with presenting their initial report at the May 2020 College Senate meeting and their final report at the September 2020 College Senate meeting; and

Be It Further Resolved that the Buffalo State Senate, the President and her Cabinet, and the College Council work together to **review and take action as appropriate on** the recommendations of the Task Force on College Shared Governance to promote a productive shared decision making culture in order to move the institution forward.

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 and 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. 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.

⁸ This representation reflects the constituencies identified in the *Statement on Government of Colleges and Universities* (AAUP, 1966) required for shared responsibility and cooperative action among the components of the academic institution.

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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, Kimberly Kline, chair
Resolution presented for VOTE 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.

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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 C-1

*Instruction & Research Committee, Kimberly Kline, chair
Resolution presented for vote the DOPS Policy on Micro-Credentialing*

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

[\(https://system.suny.edu/academic-affairs/microcredentials/\)](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:
Subject: Micro-Credentials

Revised:

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.

For ESP on March 6, 2020,

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 D

*Standards for Students Committee, Meg Knowles, chair
Resolution presented for VOTE the DOPS Policy 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

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;"⁹; and

WHEREAS, Middle State accreditation requires 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;

⁹ See Page 3, Section 3 a, first bullet: https://system.suny.edu/media/suny/content-assets/documents/academic-affairs/program-planning/forms/3A_Revision-Basic-2016-10-13.docx

For ESP on March 6, 2020,

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 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 e-mail that they have been registered for graduation and that they may opt out of review for graduation by contacting the Registrar's Office.