

Buffalo State College

The State University of New York

•COLLEGE SENATE MEETING •

Minutes/Summary

MARCH 13, 2020 - BULGER 217, 3 P.M.

<u>PRESENT</u>			<u>EXCUSED</u>	
Annas Bajus Barnum Brickhouse Cole Conway-Turner D'Angelo Denysschen Du Edmond Ettestad Fujiuchi Fulcher-Rood Garrity Gellin Gordon	Grinnell Jones Kline Knowles Lazich Macho Maguire Maldonado Marren Mayrose Mazzotta Mernitz Morales Mosley Patti	Rosen-Brand Santa Maria Sarratori Schmidt Sharma Shively Todd Toohey Vince Garland Wadsworth Williams Woznick Zhang Zientek	Adamo Carson Hopkins Loehr Nikischer <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>				

The Senate Meeting of March 13, 2020

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

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

<https://newsandevents.buffalostate.edu/podcasts/college-senate-meeting-march-13-2020>

CALL TO ORDER: *Senator Marren* officially called the meeting to order at 3:04p.m. *Senator Marren* gave a briefing to the Senate regarding the constant changing COVID-19 situation as it relates to the BSC Campus. He apologized for using the word; 'closed' in an email to the Senate. We are not closed and are moving to a different method of teaching remotely for our students. Because of the high volume of Constituent Questions, not all may get addressed, and many are repetitive and moot, so we will get them addressed as soon as possible.

ADOPTION OF THE AGENDA: *Senator Marren* presented the agenda. *Senator Brickhouse* moved and *Senator Edmond* seconded. The March 13, 2020 Agenda was adopted.

PRESENTATION OF THE SENATE MINUTES: *Senator Marren* presented the minutes summary of February 14, 2020. Hearing no substantive changes, the minutes were accepted as presented. For completed viewing of minutes past and presented, go to:
<https://collegesenate.buffalostate.edu/senate-meeting-summaries>

REMARKS OF THE PRESIDENT

We urge all Senators to listen to the President's Remarks, and all reports under her remarks, presented, as they are all in-depth and extensive.

The President Remarks begins at: 3:03 into podcast

<https://newsandevents.buffalostate.edu/podcasts/college-senate-meeting-march-13-2020>

President Conway-Turner spoke in-depth on the COVID-19 crisis and shared her professional and personal advice in the changing landscape for the campus:

- ***President Conway-Turner*** spoke on many areas being affected by the COVID-19 crisis. She reassured the Senate that she and her cabinet are daily monitoring the situation as well as staying in touch with the local agencies, County and State officials.
- Daily updates have been broadly shared with all campus personnel.
- ***The President*** stated that frequent calls with SUNY colleagues is taking place so that we are formatting protocols in the same way for our campuses. There are many things we need to do in concert. We must wait for further SUNY-wide responses
- This situation is evolving/changing daily, we will update you as we receive new information.
- Key members are talking about every aspect, as this is truly a marathon, and this isn't something we are going to complete in a short period of time.
- We will be in this 'place' for a while, and our central mission is to support our students.
- We must ensure progression to complete all academic areas to graduate, and to maintain/support a healthy atmosphere for us all.
- All guidelines and information, frequently asked questions and answers on COVID-19 are on our website and updated constantly.
- Many of our students have complicated lives, food insecurities, issues and problems with family, and other hardships. Those that need the most help/support are a focus.
- We have communicated with Residence Life for those students who must stay on campus, as they have no place to go. Some students will stay on during Spring Break and others will travel or go home.

- A large percentage of our students are commuters and they will be on campus, as the campus is open. Many will need to use computers here, as many do not have them at home or have limited technologies outside of campus.
- Overall message: to do whatever we need to do for our students, and please refrain; although it is hard from sharing our own personal concerns with them, to maintain a positive atmosphere for them. We are all concerned about COVID-19, however our students especially those with hardships, need only see a positive attitude and give them encouraging words.
- Also, to clear up and clarify rumors, as of right now (March 13,2020), *the campus is not closed*. We remain open and will move to a remote teaching for faculty to our students. Some staff are still here working on campus and not remotely working off campus. During this crisis time, many students will also be traveling to campus, especially when the remote teaching/learning format begins, as they may need use of computers to then partake in the academic remote teaching. Of course, as things change, we will update the campus. If SUNY mandates a shutdown, that is something we would have to follow.
- Continue to interact with all of our faculty, staff and students. This is not an easy situation to navigate through solution for this ever changing time.
- We had no way of knowing that the Governor was going to announce that all SUNY/CUNY institutions will need to go to remote teaching. We are all trying to navigate our way through this foreign landscape.
- Many of our colleagues have already stepped up and are helping each other and offering to assist those who will need to learn the remote teaching applications. Many of our faculty may not be savvy technically, so any extra help for those faculty members is appreciated. IT will be on hand round the clock to assist everyone with training seminars and webinars. Todd Benzin, Meghan Pereira and Brooke Winckelmann will be our main IT trainers.
- **The President** graciously shared her appreciation to everyone for doing hard work and being supportive at this critical time. She urged everyone to share all information from the website on the COVID-19 situation with their colleagues, students, friends. Thank you all!

Vice President Barnum of Finance and Management gave a power point report Overview of COVID-19 Please go to the link below to see report – to hear this report in full it begins at: 15:11 into podcast <https://newsandevents.buffalostate.edu/podcasts/college-senate-meeting-march-13-2020>
<https://collegesenate.buffalostate.edu/reports-senate-2015-2020>

Because of the current situation with mandates of no more than 50 people at gatherings, (and that may change) we are still in discussions regarding our commencement ceremonies.

VP Barnum spoke on:

- A lot of work going on; launched our Response Team at the end of February.
- Working with colleagues along with the President. She also talked to the Chancellor.
- Residence Halls remain open. Students are welcome to stay; may choose to return home. We are working on that; and also limiting density in large areas, all dining/halls areas in the Student Union.
- **Guests are not allowed in residence halls**
- Graduation commencement ceremonies are still being determined.
- College related travel is prohibited domestically and internationally until further notice.

- Some exceptions may be allowed, you must check on this first.
- Social distancing, something already being strongly executed in some states and other countries. This is an effort to restrict the spread of the COVID virus.
- Committee Issues Team, Information Management Team are meeting daily.
- **Campus Structure for COVID-19 Crisis:**
 - Under our leadership of our President, I am serving as the agency executive. Our incident commander is ***UPD Chief Peter Carey***.
 - **We have an Information Management Team made up of:**
 - ***Interim Provost and VP of Academic Affairs, Jim Mayrose*** overseeing Academic Continuity
 - ***Vice President Timothy Gordon*** overseeing all student relations
 - ***Chris Kaufman*** overseeing Campus operations
 - ***Lisa Krieger*** overseeing Business continuity
- We are trying to flatten the curve (for the spread of) COVID-19.
 - Wash your hands, stay home if you are sick.
 - Those with respiratory and compromised immune systems, this virus is particularly dangerous.
- If you have any questions, please use our website as it is being updated continuously.

Provost Mayrose gave a power point report on Academic Continuity. Please go to the Reports to the Senate webpage: <https://newsandevents.buffalostate.edu/podcasts/college-senate-meeting-march-13-2020>

<https://collegesenate.buffalostate.edu/reports-senate-2015-2020> as it relates to the current COVID-19 crisis that is deeply affecting all. The impact this will have on students, their academic success, and how remote teaching will be implemented beginning on March 30th. Go to the Power Point on the Reports to the Senate webpage:

- Thanks everyone for stepping up and helping each other at this time.
- This is pushing everyone out of their comfort zones, especially our students.
- The President and I are hearing everyday how many of you are volunteering to help, i.e. with videos and technical applications that will be needed for remote teaching, especially for those that have difficulties with new technologies and or are limited with home computer set-ups.
- The Business Dept. is really helping out with assistance to all faculty and discussing how things should be done during this situation.
- Continuing to teach, the semester is not over. All faculty will be trained on how to remote teach their students. This is not the time to learn how to use Blackboard but work with your dept. chairs and deans to help teach your students. There is continuous communication with our students, and we would prefer that all use the Blackboard applications, as this is supported by BSC.
- Faculty will have to revise their syllabi. Change your syllabus, once you know how you will deliver your course work remotely.
- This is a learning opportunity, and hopefully in our career times we won't have to do this again, but it won't be the last.

Academic Continuity/Institutional Learning Center Report

To hear this full report along with discussions, go to: 26:32 into podcast

<https://newsandevents.buffalostate.edu/podcasts/college-senate-meeting-march-13-2020>

John Draeger and **Meghan Pereira** gave a report on how academic continuity will be done using the different applications available. Remote teaching for faculty will be the main arena, and many training sessions will be available to all faculty. And for faculty that are challenged by this 'new' technology, there will be further help provided, although IT has a limited amount of people to provide 800 faculty with assistance all at one time. Everyone can use all website resources, there are a lot of tutorial resources including videos. We need many other creative ways of engaging students via remote applications. Please, for those that are already familiar/experienced with remote tech, share your knowledge with colleagues that are in the most need.

- Training workshops over the next two weeks (during extended spring break period, March 14th-29th)
- Virtual sessions: we are working with SUNY for webinars; ongoing and evolving.
- There is peer-to-peer support; help each other; stepping up share your tech experience with fellow faculty who may not have that experience and will need it for remote teaching.

Meghan continued with additional information and suggestions:

- Academic continuity be flexible as possible.
- Keep a low anxiety level in front of students.
- Accessing student learning; online quizzes and exams can be given this way.
- Survey available for faculty on how you will teach during this COVID-19 period. This helps inform us as to what technology our students will need to participate in remote learning from their professors.

President Conway-Turner asked the Senate for questions and or discussion on any/all reports.

There was extensive discussion from the Senate to the Administration.

<https://newsandevents.buffalostate.edu/podcasts/college-senate-meeting-march-13-2020>

Enrollment Spring 2020 Report

CIO/VP Jacquelyn Malcolm gave an enrollment report update for Spring 2020.

The entire report, inclusive of discussion following, begins at: 20:56 into podcast through 47:54. <https://newsandevents.buffalostate.edu/podcasts/college-senate-meeting-march-13-2020>

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

REMARKS OF THE CHAIR

The Chairs' remarks begin at: 1:26:39 into podcast.

<https://newsandevents.buffalostate.edu/podcasts/college-senate-meeting-march-13-2020>

Senator Marren gave a brief update on the provost search and continued with *his remarks:
TALKING POINTS FOR COLLEGE SENATE – March 13, 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

- 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; one withdrew:
 - Candidate 1: February 24-25, 2020
 - Candidate 2: February 27-28, 2020
 - Candidate 3: March 9-10, 2020
 - Candidate 4: March 11-12, 2020 – WITHDRAWN
- Vitae for each candidate made available at each interview session, consistent with previous searches; as individuals share the need to review prior to sessions, it was made available
- Surveys for each candidate open during their campus visit (2 days)
- Surveys reopened for all candidates for one additional day
- Number of survey responses
 - Candidate 1: 138
 - Candidate 2: 99
 - Candidate 3: 76
- Committee meeting to discuss candidate interviews and campus feedback, March 12, 2020
- Final Report and recommendations forwarded to President, mid-late March
- Thank you to everyone who attended open forums, individual sessions and provided feedback
- Target start date, July 1, 2020

Senator Marren: Beannachtaí na Féile Pádraig oraibh! (“Happy St. Patrick’s Day!” in Irish)

I apologize for sending out an email earlier this week that used the word (and just so that I don’t make another mistake I’m going to spell the word rather than say it) C-L-O-S-E-D. We are **not** C-L-O-S-E-D! What we are doing is adapting in an emergency situation to a different method for teaching students and for the benefit of everyone on campus.

I want to thank Vince for working tirelessly on version after version of the agenda as it was changing almost daily these past few days. Which brings up the issue of Constituent Questions. There have been dozens, some repetitive and some that became moot as situations changed. I might have missed some questions due to the volume of them. If so, I apologize. But during her remarks **the President** will give as comprehensive a presentation as possible about a situation that is still quite fluid. You may have more questions and that brings up the point that now, more than ever, is the time for a conversation between us. So I encourage you to listen and to ask questions.

REMARKS:

These are those interesting times we were warned about. Just a month ago our main topic was shared governance and I will get to that in a minute.

Today, though, we’re struggling to adapt to new challenges. But that challenge is, in fact, an opportunity to learn and to grow. I could give you a thousand more clichés but that won’t ease your worries or your students’ fears. So let me just speak to you from the heart.

We can do this. It will mean we do almost everything differently than we’re used to, but we can do it. As senators, it is especially our job to help calm fears and be the voices of reason in our departments and offices. We are leaders because we asked to be leaders.

No one is here because we saw you out walking on campus and my predecessors and I as chairs said, “Hey, we got chocolate for you—and maybe someday roast beef sandwiches—if you come to this Friday meeting once a month.”

We were elected to be here. We are lucky to be here to lead and to inspire. Leaders lead by thoughts, words and actions. What we have to do is display uncommon grace, kindness and humor. And I realize that those who know me know that I am not blessed with an abundance of any of those virtues. But I can change. And so can all of us.

This will be the last time we gather together as a group. Our April and May meetings will be somehow hosted on a virtual system. Vince and I are being trained on Blackboard Collaborate next week, but neither one of us are gurus of technology, so we need your support. More information will be forthcoming, and if you are tech savvy, we may need you to volunteer for two reasons:

- 1.) So that we can rely on your expertise.
- 2.) So we can blame you if things go horribly wrong. That’s a joke. Maybe.

Now, as to the Shared Governance Task Force, once again we are called on to be guides and managers. I sent out an email to everyone on the Senate on Feb. 24 explaining that the task force will be chaired by former Senate Chair Howard Reid. Dr. Reid and I reached out to representatives from every current campus school, the PSC, the student body, UUP and CSEA. The president also appointed two representatives to be task force coordinators.

As I mentioned in my email these people (and their names are on the screen behind me) are coordinators. They are the ones doing the heavy work of gathering data and anecdotes and compiling a draft report by the end of this semester and a full report by the start of the academic year in the fall. All of us here today are members of the task force. In a few moments Dr. Reid will explain his plan but as a senator it’s now your job to talk to your constituents and relay their concerns and issues to the task force coordinators. I ask now for an acclamation vote to approve the coordinators.

I now ask *Dr. Reid* to say a few words.

<https://newsandevents.buffalostate.edu/podcasts/college-senate-meeting-march-13-2020>

POST REMARKS:

The greatest person I ever knew was my grandmother. She was a school teacher in Dushore, Pennsylvania, for 10 years before she decided to leave her family and move to Buffalo—where she knew absolutely no one—to go to Sisters Hospital School of Nursing. Along the way she had to work as a domestic to pay the bills. But she persevered and became a nurse.

When my grandfather lost his store in the Depression, she was the rock of the family. She fought tirelessly for my dad to get the medical treatment he needed when he contacted polio. My grandmother was gentle and fierce but always amazing all at the same time.

My father became a politician and when his mother died, according to an article in the newspaper, the Buffalo Common Council adjourned, “in memory of Bridget Marren.” Since this is Women’s History Month, and since International Women’s Day was just five days ago, I would like to adjourn in memory of all the women like Bridget Marren who nurture and inspire us.

COMMITTEE REPORTS

All Committee Reports can be heard at: 1:35:34 into podcast:

Budget & Staff Allocations Committee – (BSAC) – Ted Schmidt, Chair

Senator Schmidt presented a power point for the student fee increases and breakdown of costs over the past few years. The fee increases were discussed in a joint meeting with BSAC and the Student Welfare Committee on March 10th.

You may view this report on the Senate website Reports to the Senate page:

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

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

Senator Cole then presented for VOTE, the revised College Faculty By-Laws. Please see Appendices for full resolution and revised By-laws language. **Appendix A**

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

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

Senator Sharma introduced two DOPS policy revisions. **Go to Appendix B and B-1 to see resolutions.**

DOPS Policy IV.02.02 Guidelines for Internship Course Proposals

DOPS Policy IV: 12: 00 Subject: Intellectual Foundations Courses

There was no discussion for either resolution. These will be brought forth for a VOTE at the April 10, 2020 Senate meeting.

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

Senator Brickhouse spoke on an upcoming open forum; (although with the COVID-19 situation) this may be given via a web forum. **Senator Marren** asked for any discussion.

Senator Brickhouse then gave a brief update on the Campus Climate and Culture Survey results.

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

Senator Kline introduced a resolution for DOPS Policy on DOPS Revision/addition: Supplemental Policy on Scholarship Encompassing Applied Research, Scholarship of Teaching, and Community-Engaged Research and Scholarship (***Please see Appendix C for resolution***)

- **Senator Marren** asked for discussion. There was no discussion.

Senator Kline then introduced a resolution for the DOPS Policy I:16:03 on Grading (***Please see Appendix C-1 for resolution***)

Senator Marren asked for discussion. There was no discussion.

These will both be brought forth for a VOTE at the April 10, 2020 Senate meeting.

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, **Chiona 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

Constituent Questions-CQ's

There were six (6) Constituent Questions sent in advance. The President and her Cabinet addressed the main concerns of those CQs during **Remarks of the President**.

<https://newsandevents.buffalostate.edu/podcasts/college-senate-meeting-march-13-2020>

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

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

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

Adjournment: 5:15 p.m.

APPENDICES

Appendix A

*By-Laws & Elections Committee, Julian Cole, Chair
Presented for VOTE the resolution on the College Faculty By-Laws.*

[Resolution on the College Faculty Bylaws](#)

Whereas Article X of the State University of New York *Policies of the Board of Trustees* requires Buffalo State's College Faculty to have bylaws that address certain important features of the shared governance of the College; and

Whereas it isn't clear that Buffalo State's College Faculty currently has bylaws that address these features of the shared governance of the College; and

Whereas the attached document contains bylaws that are compliant with Article X of the State University of New York *Policies of the Board of Trustees* and reflects improvements to the current system of shared governance at Buffalo State;

Be it resolved that this Senate endorses the adoption of the bylaws contained in the attached document by Buffalo State's College Faculty.

THE STATE UNIVERSITY OF NEW YORK, COLLEGE AT BUFFALO
BYLAWS OF THE COLLEGE FACULTY

Article I. Preamble

- A. Pursuant to Article X of the *Policies of the Board of Trustees of the State University of New York*, the college faculty of the State University of New York, College at Buffalo establishes these Bylaws in order to provide for the democratic government of the College and make recommendations to the President of the College in the execution of the President's responsibilities as Chief Administrative Officer.
- B. Unless otherwise specified, the terms listed below shall be used in these Bylaws with the meanings ascribed below:
 - 1. "University." State University of New York.
 - 2. "Board of Trustees." The Board of Trustees of the State University of New York.
 - 3. "*Policies*." *Policies of the Board of Trustees of the State University of New York*.
 - 4. "Chancellor." The Chancellor of the State University of New York.
 - 5. "College." The State University of New York, College at Buffalo.
 - 6. "President." The President of the State University of New York, College at Buffalo.
 - 7. "Professional staff." All College employees occupying positions in the unclassified service.
 - 8. "Support staff." All College employees occupying positions in the classified service.
 - 9. "Academic staff." All College employees having academic or qualified academic rank.
 - 10. "Academic rank." Rank held by professional staff with the official title of distinguished professor, professor, associate professor, assistant professor, instructor, assistant instructor, librarian, associate librarian, senior assistant librarian, and assistant librarian.
 - 11. "Qualified academic rank." Rank held by professional staff with the official title of lecturer or any of the titles specified in subsection 10 preceded by the designation "visiting" or some similar designation.
 - 12. "Professional employee." An employee in the Professional Services Negotiating Unit, other than an employee with academic or qualified academic rank.
 - 13. "Teaching faculty." All members of the academic staff having the official titles of distinguished professor, professor, associate professor, assistant professor, instructor, assistant instructor, lecturer, or any of these titles preceded by the designation "visiting" or some similar designation.
 - 14. "College librarian." A member of the academic staff having the official title of librarian, associate librarian, senior assistant librarian, or assistant librarian or any of these titles preceded by the designation "visiting" or some similar designation.
 - 15. "Student." Student of the State University of New York, College at Buffalo.
 - 16. "College unit." An organizational unit of the College such as a Division, School, or Department.

Article II. College Faculty

- A. The composition of the college faculty has been fixed by the *Policies*, Article X, Section 1 to include the Chancellor, the President and other members of the voting faculty of the College, other members of the academic staff of the College, and such non-voting administrative officers and professional staff as may be designated by these Bylaws.
- B. In accordance with the *Policies*, Article X, Section 3, the voting faculty of the College is herewith defined as comprising:
 - 1. The Chancellor of the University and the President of the College; and
 - 2. All members of the academic staff of the College; and
 - 3. All Vice Presidents of the College (including Associate Vice Presidents, Assistant Vice Presidents), all Deans of the College (including Associate Deans, Assistant Deans), and all Directors of the College (including Associate Directors, Assistant Directors); and
 - 4. All other professional staff of the College.
- C. The College Senate, as defined in Article III, shall maintain a list of the voting faculty of the College. An appeal of a College Senate decision concerning an individual's membership on this list may be heard only by the voting faculty of the College. For the purpose of college senate elections, the line which an employee currently occupies will determine the college unit in which said individual has voting rights and may run for election.

- D. At a meeting of a college unit, including the whole college faculty, a quorum shall consist of 20% of the eligible voters, unless otherwise specified in the bylaws of that unit.

Article III. College Senate

- A. The College Senate shall be the official agency through which the college faculty, support staff, and students engage in the governance of the College. It shall concern itself particularly with the following:
1. curriculum;
 2. instruction and research;
 3. standards for students;
 4. faculty/staff welfare;
 5. bylaws and elections;
 6. budget and staff allocations;
 7. student welfare; and
 8. academic plan.
- B. The actions of the College Senate are advisory to the President.
- C. The academic staff of the College shall be the majority membership of the College Senate. The College Senate shall only include the following constituencies: teaching faculty from each of the College's Schools, college librarians, professional employees, support staff, students, and administrators (non-voting), with specific members as follows:
1. The President of the College, ex-officio, non-voting; and
 2. The Provost and Vice President for Academic Affairs ex-officio, non-voting, the Vice President for Student Affairs ex-officio, non-voting, and the Vice President for Finance and Management ex-officio, non-voting; and
 3. Seven members of the academic staff and professional employees elected at large by a majority vote of the academic staff and professional employees (enough of these senators must be academic staff to ensure compliance with the first clause of this Section); and
 4. Six members elected at large by a majority vote of the professional employees; and
 5. Six members elected from the teaching faculty of each of the College's approved Schools and any subsequent Schools recommended by the College Senate and approved by the President as determined by the relevant School; and
 6. One college librarian elected as determined by the college librarians; and
 7. Two University Faculty Senators elected by the college faculty in accordance with the SUNY Faculty Senate bylaws; and
 8. Ten undergraduate students elected by the undergraduate student body whose terms of office and method of election shall be determined in accordance with the United Students' Government constitution; and
 9. Two graduate students elected by the graduate student body whose terms of office and method of election shall be determined by the Graduate Student Association; and
 10. One member of the support staff elected as determined by the support staff; and
 11. Two members ex-officio, non-voting appointed by the President.
- D. All academic staff and professional employees shall be eligible to run and vote in two elections: the general "at large" Senate election and the election of the Senate constituency unit with which the individual is affiliated.
- E. The term of office for an elected Senator shall be three years for all non-student Senators. The bylaws and elections committee of each Senate constituency unit, as well as the Senate Bylaws and Elections Committee, shall arrange terms so that approximately one-third of the elected members shall be elected each year.
1. Elected members of the College Senate shall not be eligible to succeed themselves after serving two consecutive full terms.
 2. The total term of office for a student Senator shall be no more than three years.
- F. All elected Senators are subject to recall by the voting members of the unit which elected them. A petition signed by 25% of the voting members of the relevant unit and presented to the Chair of the Senate shall make mandatory, within two weeks, an election to determine whether the Senator shall be recalled. A majority of the unit's eligible voters shall determine the status of the Senator(s).
- G. There shall be a standing committee for each of the areas specified in Article III. Section A above.

1. The College Senate shall elect one of its members to be the chair or, in the case of the Student Welfare Committee, the vice chair of each standing committee for a one-year term.
 - a. With the consent of two-third of the College Senate, the Chair of the Senate may remove the chair of a committee of the Senate. If the chair of a committee resigns, is removed, or is granted a leave of absence as defined by the *Policies*, the Chair of the Senate may appoint a Senator who is a member of the committee to serve as interim chair of the committee during the leave or until the chair's elected term ends. If no such individual is available, the College Senate shall elect one of its members to serve as interim chair of the committee during the leave or until the chair's elected term ends.
2. The chair of each standing committee shall appoint the other members of the committee, subject to the consent of the College Senate.
3. Committees may be created by the College Senate to represent it in consultation with community representatives and with the College Council.
4. The College Senate may create *ad hoc* committees as it deems necessary.
5. Each committee of the College Senate, subject to the exceptions listed in e. and f. below or exceptions specified at the time of its creation, shall be constituted as follows:
 - a. The committee should contain representatives from all Senate constituency units, preferably in approximately equal proportions to their representation on the Senate (e.g., two representatives from each of the four Schools, one librarian, two professional employees, and two students).
 - b. A non-voting administrative liaison shall be appointed by the President.
 - c. At least two voting members of the committee, other than the committee chair, shall be Senators.
 - d. The committee should contain at least one student member.
 - e. The Faculty/Staff Welfare Committee shall contain no student members. Professional staff who are enrolled in courses at the College may be members of this committee.
 - f. The Student Welfare Committee shall contain a majority of student members and be chaired by a student Senator.
- H. Each Senate committee shall be charged with a mission. The charge shall serve to define the purpose of the committee and shall provide a frame of reference within which it shall operate. The charge shall be prepared by the committee and upon approval by two-thirds of the College Senate shall become the basis for the committee's actions. Each charge and any changes shall be published and distributed to the voting faculty of the College upon approval. Annual reports shall be made by each of the committees and presented to the College Senate at the end of the spring semester each year. These reports shall be posted on the Senate website and maintained in the Senate Office for archival purposes.
- I. Each year, a Chair and Vice Chair of the Senate shall be nominated from and elected by the voting members of the College Senate.
- J. Each year, a student Senator shall be nominated and elected from the membership of the Senate to serve on the Senate Agenda Committee, as defined in Article III, Section L below. If the election of the student Senator cannot occur concurrent with the election of the other officers of the Senate, then it shall occur prior to the first meeting of the Senate Agenda Committee, when possible, or as soon thereafter as feasible.
- K. Either the President or the Chair of the Senate may convene the college faculty as needed. The Chair of the Senate shall preside at all meetings of the College Senate and all college faculty meetings not called by the President. The presiding officer of a meeting shall prepare and circulate an agenda for that meeting.
- L. The Chair of the Senate shall receive agenda items from college constituents at least ten days prior to any Senate meeting. The Chair of the Senate shall be assisted in preparing the agenda of each Senate meeting by the Vice Chair of the Senate and the members of the Senate Agenda Committee to be made up of at least the chairs of the Senate standing committees and a student senator elected by the Senate to be a member of this committee. The agenda of each meeting shall be circulated to all Senators and published at least one week prior to each meeting. The agenda shall provide for the presentation of new business at any meeting.
- M. The Chair of the Senate shall represent the college faculty at appropriate College and community functions, as authorized by the College Senate.
- N. The Vice Chair of the Senate shall serve as the Chair of the Senate in the absence of the Chair of the Senate.

- O. *Numbers of Meetings, Quorum, and Procedure:* The College Senate shall meet at regularly scheduled times at least once a month during the academic year and at special meetings when called by the Chair of the Senate, or upon a petition of 10% of the college faculty, or upon the request of a two-thirds majority of a Senate standing committee, or by action of the College Senate. A majority of the College Senate's membership shall constitute a quorum. Business shall be conducted according to *Robert's Rules of Order*.
- P. A College Senate seat shall be deemed vacant if a member of the Senate resigns, or shall be granted a leave of absence as defined by the *Policies* and cannot attend Senate meetings because of the leave. The Senator should notify the Chair of the Senate of such circumstances. The Chair of the Senate shall promptly notify the Senate and the relevant Senate constituency unit of such a vacancy.
- Q. Senators on sabbatical leave who decide not to attend Senate meetings during the period of their sabbatical shall give notice to the relevant Senate constituency unit that a vacancy will occur.
- R. When a vacancy occurs, the relevant Senate constituency unit shall proceed to fill the vacancy within one month of notification by the Chair of the Senate, using its own governance procedures. The replacement Senator shall be an interim appointee and shall serve the remainder of the absent Senator's unexpired term, if any, until the absent Senator returns from leave, at which time the Senator shall resume the Senate seat until the elected term expires.
- a. If a vacancy due to leave occurs in an at-large Senate seat, the Senate Bylaws and Elections Committee shall fill the vacancy with the next highest vote getter from the most recent at-large election of the kind used to elect the Senator [academic staff only or academic staff and professional employees].
- b. If an at-large Senator resigns, the Senate Bylaws and Elections Committee shall fill the remainder of that Senator's term by means a new election if the remainder of the term is one year or longer, and, otherwise, with the next highest vote getter from the most recent at-large election of the kind used to elect the Senator.

Article IV. College Senate Communications

- A. At the Senate meeting in May of each year, the chair of each Senate standing committee shall report to the College Senate the actions of the said committee during the academic year and the disposition of these matters.
- B. Elected representatives to the College Senate shall report the proceedings of the College Senate to their respective units at respective meetings at least once each academic year.
- C. Student Senators shall report the proceedings of the College Senate to the student body that elected them at least annually.
- D. The College Senate shall keep official minutes of its meetings and shall report summaries of its actions to the campus.

Article V. Grievance Committee

- A. A Grievance Committee may investigate matters brought to its attention by any college faculty member, or group of college faculty members, who believe that some College practice has resulted in unfair or unjust treatment of the said individual or group. In accordance with the *Policies* and procedures of the Faculty Senate of the State University of New York, the Grievance Committee shall make recommendations to the President on the matters that it considers.

Article VI. Appointment to, and Representation on, Key Faculty Groups

- A. In the course of College governance and business, key groups are established. When the charge of the group includes outcomes that influence or direct a cross-section of persons represented by the College Senate, the Chair of the Senate shall seek College Senate representation on such key groups. These groups may be (though are not limited to):
- Search for and appointment of College Officers
 - Review of College Officers who are not reviewed by their own college units (e.g., the Graduate Dean)
 - Task forces
 - Blue ribbon panels
 - Planning groups
- B. The role of the College Senate representative on such groups shall be two-fold: a) to reflect possible concerns of the College Senate to the group and b) to share with the College Senate (in a manner befitting) progress reports as well as a summary report.

Article VII. Organization of Departments, Divisions and Schools

- A. Subsequent levels of the college faculty organized as divisions, schools, departments, etc. shall determine and state in writing their bylaws. These bylaws shall express the means by which college faculty affiliated with the relevant college unit may participate in decision making with respect to the areas noted in Article III, Section A of these Bylaws. The said bylaws shall be consistent with these Bylaws and, when promulgated, be filed with the Chair of the Senate.

Article VIII. Amendments

- A. Amendments to these Bylaws may be originated in the following ways:

1. Any member or group of members of the college faculty or of the College Senate may propose an amendment to these Bylaws in writing to the Senate Bylaws and Elections Committee. The committee may present the amendment, with or without revisions, to the college faculty.
 2. Any group of at least 10% of the college faculty may petition the President to present an amendment to the college faculty.
- B. Proposed amendments ready to be presented to the college faculty shall be distributed to the faculty in written form. No vote shall take place until seven calendar days have elapsed after this distribution. A vote on a proposed amendment must take place within forty calendar days of this distribution. A proposed amendment may be further modified by the college faculty at the time the amendment is being considered.
- C. These Bylaws may be amended by a majority vote of the voting faculty of the College.
- D. Technical and terminological changes to these Bylaws to reflect such matters as changes in the organizational structure of the College or evolving standards of gender-inclusive language may be made by the Senate Bylaws and Elections Committee provided that such changes are approved by the College Senate. Such technical and terminological changes shall be reported in the final report of the Senate Bylaws and Elections Committee, archived in the records of the College Senate, and reported to the college faculty.

Article IX. Adoption of Bylaws

- A. These Bylaws and subsequent amendments shall become effective after they have been adopted by the college faculty and when the President declares them effective.

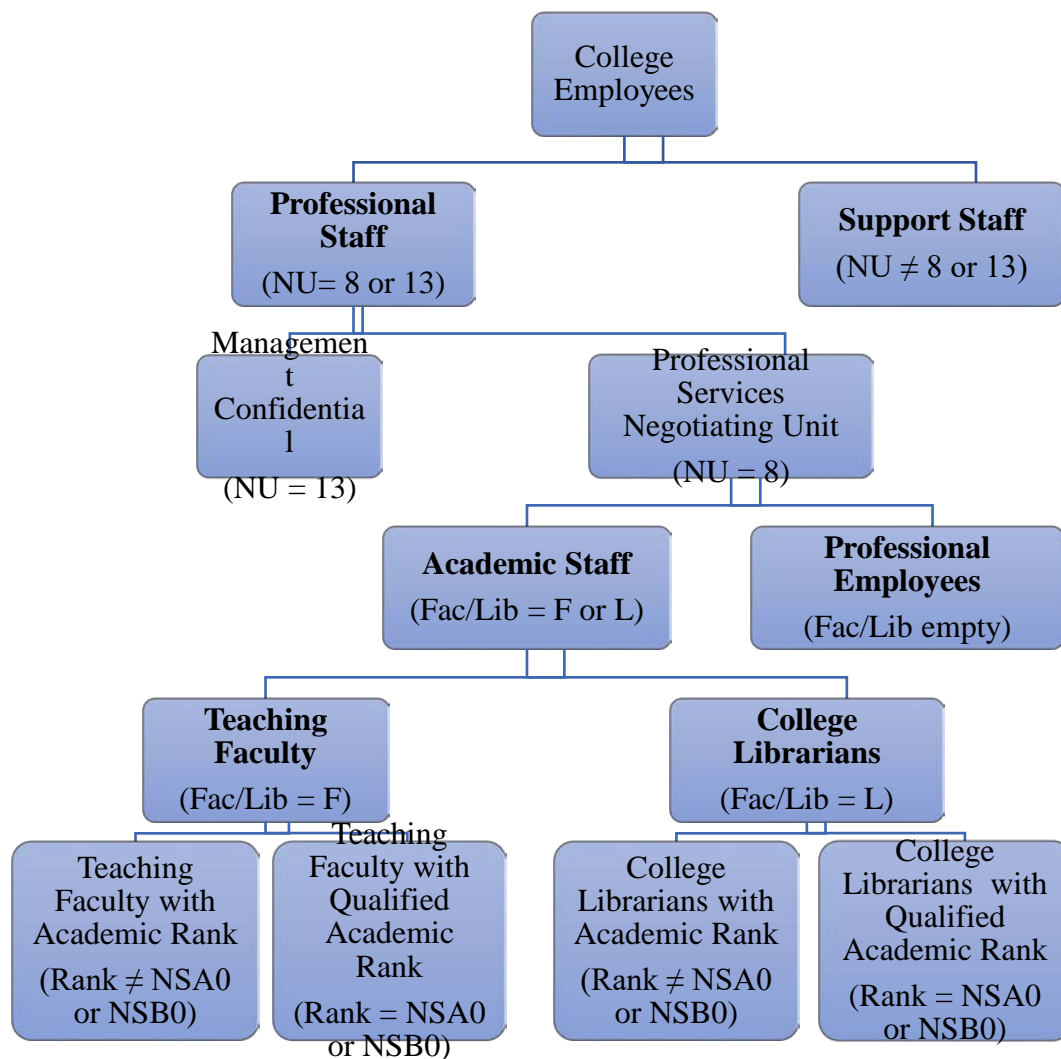
Summary of Amendments

The original version of these Bylaws, published as the College By-Laws of the State University of New York, College at Buffalo, was approved by the college faculty in December 1968. These Bylaws were then amended in 1971, 1973, and 1977. The version of these Bylaws that was declared in effect by the President on October 17, 1977 remained in effect, subject to the modifications mentioned below, until 2020. During the period between 1977 and 1995, the college faculty adopted the practice of referring to these Bylaws as the "College Senate By-Laws", which led to many college faculty members, including those on the Senate Bylaws and Elections Committee, believing that the said Bylaws were bylaws of the College Senate rather than bylaws of the college faculty.

Under the false belief that these Bylaws were bylaws of the College Senate, the college faculty voted to amend them in April 1995, May 1996, October 2003, April 2006, March 2007, and March 2009. The fact that the bylaws in use at the beginning of 2019 were not bylaws of the College Senate was recognized by the Senate Bylaws and Elections Committee in September 2019. In consultation with the President's Office and SUNY counsel, it was agreed that the Senate Bylaws and Elections Committee should prepare a "clean" version of these Bylaws and have them approved, as a whole, by the college faculty. **Appendix A:**

College Employee Classification

The chart in this appendix is provided to assist college employees in understanding some of the definitions in Article I, Section B. As of 2020, Buffalo State's data concerning college employees is contained in its Human Resource Management Database, a Microsoft Excel workbook. The main table in this workbook includes three fields that, in practice, determine where an employee falls in the following chart: field 'NU', which indicates which State negotiating unit the employee falls under, field 'Fac/Lib', which is used to classify employees who fall under the Professional Services Negotiating Unit as either faculty, librarians, or professional employees, and field 'Rank', which indicates each employee's official salary rank. Information in parentheses in the following chart indicates how the entries in these three fields determine where an employee falls in this chart.



Appendix B:
Text of the College By-Laws declared in effect by the President on October 17, 1977

Article I. Preamble

- A. The State University of New York College at Buffalo establishes these By-Laws in order to provide for the democratic government of the College.

Article II. College Faculty

- A. The composition of the College faculty has been fixed by the Policies of the State University of New York Board of Trustees, 1968, Article X, Section 1, and includes the Chancellor, the President, and other members of the voting faculty of the College, other members of the academic staff of the College, and such non-voting administrative officers and professional staff as may be designated by these bylaws.
- B. In accordance with the Policies, the College voting faculty is herewith defined as comprising:
- (a) The Chancellor of the University and the President the College; and
 - (b) Members of the academic staff of the College having temporary appointments; and
 - (c) Vice Presidents (including Associate Vice Presidents, Assistant Vice Presidents), Deans (including Associate Deans, Assistant Deans), Directors (including Associate Directors, Assistant Directors), College Learning Laboratory Directors, Associate Directors; and
 - (d) All professional librarians of the College; and
 - (e) All other professionals as defined by the active voting list of the Public Employees Relations Board of the State of New York.

- C. The College Senate, as defined below, will maintain a list of eligible voters and notify in writing those persons declared to be voters under Sub-section (c) above. An appeal from a Senate decision may be heard only by the voting faculty.
- D. At a meeting of the faculty or a faculty unit a quorum shall consist of 20% of the eligible voters, unless otherwise specified by a faculty unit.

Article III. College Senate

- A. The college Senate shall be the official agency through which the faculty and students engage in the governance of the College. It shall concern itself particularly with the following:
 - (a) curriculum;
 - (b) instruction and research;
 - (c) standards for admission, retention, and graduation of students;
 - (d) appointment, termination, promotion of faculty and to define "consultation" in selecting department chairpersons and deans;
 - (e) by-laws and elections;
 - (f) budget and staff allocations;
 - (g) student welfare;
 - (h) academic plan;
 - (i) public service activities;
 - (j) academic services;
 - (k) international education.
- B. The College Senate shall be composed of:
 - (a) The President of the College; and
 - (b) The Vice President for Academic Affairs, the Vice President for student Affairs, and the Vice President for Policy and Planning; and
 - (c) Nine members of the faculty elected at large by a majority vote of the faculty; and
 - (d) Two members elected at large by a majority vote of the professional staffs of the Instructional Resources, student Affairs, and other professional groups not otherwise represented; and
 - (e) Six members elected from each of the approved Faculties and other Faculties recommended by the Senate and approved by the President; and one member from the Butler Library Faculty. Each of these Faculties shall determine how its senators shall be elected; and
 - (f) The State University Senators elected by the College; and
 - (g) Twelve students elected by the student body whose terms of office and method of election shall be determined in accordance with the United Student's Government constitution; and
 - (h) Two members appointed by the President.
- C. The term of office for an elected faculty member of the Senate shall be three years. However, the elections and the by-laws committee shall arrange terms so that approximately one-third of the elected members shall be elected each year.
 - (a) No elected member of the Senate shall be eligible to succeed himself after serving two consecutive terms.
 - (b) The term of office for a student member of the Senate shall be no more than three years.
- D. All Senators elected to the Senate are subject to recall by the voting members of the unit which elected them. A petition signed by 25% of the voting members and presented to the presiding officer of the Senate shall make mandatory, within two weeks, an election to determine whether the Senator shall be recalled. A majority of the unit's eligible voters shall determine the status of the Senator(s).
- E. There shall be a standing committee for each of the eleven areas specified in Section A. above.
 - (a) The Senate shall elect one of its members to be chairperson of each standing committee for a one-year term.
 - (b) The chairperson of each standing committee shall appoint the members of his committee, subject to the consent of the Senate.
 - (c) The Senate shall, upon recommendation of the chairperson, name a committee or committees to represent it in consultation with community representatives and with the College Council.
 - (d) The Senate may create ad hoc committees as it deems necessary.

- (e) Each committee, as specified in Art. III, Section E., shall have at least one student member. The number of student members, the number of faculty members, and the total membership of each committee shall be determined by a committee composed of the officers of the Senate prior to September 30 of each year in consultation with members of the Senate. The Senate shall determine the method of consultation.
- F. Each committee of the Senate shall be charged with a mission. The charge shall serve to define the purpose of the committee and will provide a frame of reference within which it shall operate. The charge shall be prepared by the committee and upon approval by two-thirds of the Senate shall become the basis for the committee's action. Each charge and any changes shall be published and distributed to the electorate upon approval.
- G. A Chairperson and Vice Chairperson of the College Senate shall be nominated and elected from the elected faculty membership of the College Senate by the College Senate each year.
- H. A Secretary shall be nominated and elected from the membership of the Senate each year. He/she shall assist the Chairman in preparing and distributing the agenda. He/she shall prepare and disseminate the minutes and summaries. He/she shall be custodian of all Senate reports and shall maintain official files of the Senate.
- I. The chairperson of the College Senate shall preside at all meetings of the Senate and all general faculty meetings not called by the President of the College. He/she shall prepare and circulate to all faculty and the student Senators agenda for all meetings over which he/she presides. He/she shall convene the College faculty at least twice a year to conduct business, receive reports and conduct elections. With the consent of two-thirds of the Senate he/she may remove a chairperson of a committee of the Senate. He/she shall also represent the faculty at appropriate College and community functions, as authorized by the Senate.
- J. The Chairperson shall receive agenda items from faculty members, students, or staff at least ten days prior to any meeting. He shall be assisted in preparing the agenda by the Vice Chairperson and the Secretary and an agenda committee to be made up of no fewer than three members of the Senate named by the Chairperson for a one-year term. The agenda shall be circulated to all members of the senate and published at least one week prior to meetings. The agenda shall provide for the presentation of new business at any stated meeting.
- K. The Vice Chairperson shall serve as Chairperson in the absence of the Chairperson.
- L. Numbers of Meetings and Procedure:

The College Senate shall meet at regularly scheduled times at least once a month during the academic year and at special meetings when called by the Chairperson, or upon a petition of 10% of the faculty, or upon the request of a two-thirds majority of a standing committee of the Senate, or by action of the Senate. A majority of its membership shall constitute a quorum. Business shall be conducted according to Robert's Rules Of Order.
- M. A College Senate seat shall be deemed vacant if a member of the Senate shall be granted a leave of absence, as defined by the Policies of the Board of Trustees of the State University of New York (such as sick leave, maternity leave, vacation leave, etc.) and cannot attend Senate meetings because of the leave. It shall be the responsibility of the presiding officer of the College Senate promptly to notify the Senate and the faculty unit of such vacancies.

If the vacancy occurs in the representation of one of the designated Faculty units as defined in Article III, Section B, paragraph e, that unit shall proceed to fill the vacancy within; one month of notification by the presiding officer of the Senate.

If the vacancy occurs in an at-large faculty seat, the presiding officer shall direct the Senate By-Laws and Elections Committee to fill the vacancy(s) from the next highest vote-getter from the at-large list of nominees elected at the previous election.

This person shall be an interim appointee. The remainder of the unexpired term, if any, shall be filled by the interim appointee until the absent Senator returns from leave, at which time he shall resume his seat until his elected term expires.

Article IV. College senate communications

- A. At a faculty meeting in May of each year, the Chairperson of each standing committee of the College Senate shall report to the faculty the actions of his committee during the academic year and the disposition of these matters.
- B. Elected representatives to the College Senate from each of the approved faculties shall report the proceedings of the College Senate to their respective faculty at a meeting at least once each academic year.
- C. The College Senate shall keep official minutes and shall publish summaries of its actions in the College Bulletin.
- D. Elected student representatives shall report the proceedings of the College Senate to the student body at least annually.

Article v. Grievance committee

- A. A Grievance Committee shall investigate matters brought to its attention by any faculty member, or group of faculty members, who believe that some College practice has resulted in unfair or unjust treatment to him or them. In accordance with the Policies of the Board of Trustees and procedures of the Faculty Senate of state University of New York, the Grievance Committee shall make recommendations to the President of the College on the matters that it considers.

Article VI. Appointment and Preappointment of Department Chairpersons, Directors, and Deans

The Appropriate faculty group shall recommend to the President of the College its nominee or nominees (as it may choose) for appointment and reappointment as chairpersons of departments or divisions and for initial appointment of academic officers such as Vice President for Academic Affairs, Academic Deans and others with similar responsibilities. The President shall

consult with the appropriate faculty group before making such appointments or before recommending such appointments to the Chancellor of the University.

“Consult with” shall be deemed to mean that the President or his/her appointed representative(s) shall discuss with the appropriate faculty committee of the group the responsibilities of the position under consideration as well as his/her views on the candidates under consideration.

Each department or division shall establish an elected faculty committee which shall serve as the appropriate committee to represent the department or division on the matter of appointment or reappointment of chairpersons of departments and chairpersons (or directors) of divisions.

Each of these committees shall extend an invitation to the President of the College to consult with the committee or for the President to appoint his representative(s) to consult with the committee. Such committees may be made up of the membership of the department or division as a whole.

No later than three years after the date of adoption of the present by-laws all chairpersons of departments and chairpersons (or directors) of divisions shall be considered for reappointment. Subsequent consideration for reappointment shall take place on a routine basis of intervals of no greater than three years following the date of most recent reappointment. Consideration for appointment shall be deemed appropriate at any time a vacancy may exist. Each department shall determine how it will make recommendations to the President of the College.

In the case of an initial appointment of a person to position of an academic officer, the appropriate faculty group shall elect a committee to represent it. It shall be the responsibility of the College Senate to define the appropriate faculty group when such is clearly not limited to one of the Faculty units: Applied and Professional studies, The Arts and Humanities, and Natural and Social Sciences. It shall be the responsibility of the College Senate to organize such latter groups in order that the members of these may elect the committee to represent them. Each such elected committee shall extend an invitation to the President of the College to consult with the committee or for his appointed representative(s) to consult with the committee. Each of these committees shall determine how it will make recommendations to the President of the College.

Article VII. Organization of Departments, Divisions and Schools

Subsequent levels of the College faculty organized as departments, divisions and schools shall determine and state in writing the By-Laws for each faculty group. These By-Laws will express the means of faculty participation in decision making with respect to pertinent areas noted in Article III, Section A. They shall be consistent with the By-Laws of the College. When promulgated, these statements should be filed with the Chairperson of the College Senate.

Article VIII. Amendments

- A. Amendments to these By-Laws may be originated in the following ways:
 - (a) Any member, or group of members, of the faculty or of the College Senate may propose an amendment to these By-Laws, in writing to the Elections and By-Laws Committee. The Committee may present the amendment, with or without its revisions, to the faculty.
 - (b) Any group of at least 10% of the faculty may petition the President of the College to present an amendment to the faculty.
- B. Proposed amendments, ready to be presented to the faculty, shall be circulated to the faculty in written form. No vote shall take place until seven calendar days have elapsed after this distribution. A vote must take place within forty calendar days. A proposed amendment may be further modified by the faculty at the time the amendment is being considered.
- C. These By-Laws may be amended by a written majority vote of the voting faculty.

Article IX. Adoption of By-Laws

(This text includes all amendments approved by the faculty and declared in effect by the President up to and including the academic years 1972, 1973 and 1977.)

- A. These By-Laws and subsequent amendments shall become effective after they have been adopted by the faculty and when the President of the College declares them effective.

Approved by the Faculty, December 6, 1968.

Amended by the Faculty, February 19, 1971.

Approved by the Chancellor, March 24, 1971.

Declared in effect by the President, with concurrence of the College Council, March 26, 1971.

Amended by Faculty Action, June 22, 1973.

Approved by the College Council and declared in effect by the President, August 1, 1973.

Amended by the Faculty Action, September 9, 1977.

Approved by the College Council and declared in effect by the President, October 17, 1977.

Appendix C:

Amendments to the “College Senate By-Laws”

Approved by the Faculty, April 1995:

1. College Senate By-Laws, Article I: Preamble added – “and makes recommendations to the President of the College in the execution of his responsibilities as Chief Administrative Officer”.
2. College Senate By-Laws, Article III: College Senate added – paragraph B. “The actions of the Senate are advisory to the President”.
3. College Senate By-Laws, Article III: new – C. a. President of the College, *ex officio*, non-voting. b. The Vice President for Academic Affairs, **add: *ex officio*, non-voting**, the Vice President for Student Affairs, **add: *ex officio*, non-voting**, the Vice President for Finance and Management, ***ex officio*, non-voting** and... h. Two members *ex officio*, non-voting appointed by the President.

Approved by the Faculty, May 1996:

1. Amendment to College Senate By-Laws, Article III College Senate; Section C.d. College Senate shall be composed of: “Six members elected at large by a majority vote of the professional staffs of the Instructional Resources, Student Affairs, and other professional groups not otherwise represented,…”
2. Added New Article X

Amended by the Senate, May 2001; approved by Faculty October 2003:

1. Article III, Section E, guidelines for composition of standing committees of the Senate were modified to be in accord with practice.
2. Article III, Section F, role of secretary was changed to conform to practice, with student senator being designated as a member of the Senate Agenda Committee.
3. Article III, Section N, addition of resignation of senator, and clarification of notification policies for leaves of absence from the Senate.
4. Public Service Activities Committee dissolved, and eliminated throughout document.

Amended by the Senate, April 2003; approved by Faculty October 2003:

1. Article III, Section G, add discussion of annual reports from page 4 deleting it from page 4.
2. Article III, Section J, change to sentence 3.
3. Article VI, was renamed: Appointment to, and representation on, Key Faculty Groups
4. Article VI, text was deleted in both A. and B. and new text inserted.
5. Article VIII, modified text of Article X was inserted as new Section D or Article VIII, since both Articles VIII, and X deal with the amendment process.
6. Article X was eliminated, since it was modified and inserted into Article VIII as Section D.

Amended by the Senate, May 2005; approved by the Faculty, April 2006:

1. Academic Services and International Education Committees dissolved and eliminated throughout the document.

Amended by the Senate, March 2006; approved by the Faculty, April 2006.

1. Article III, Section C, reworded to reflect reorganization of academic units.
2. College support staff were included as a represented group. Changes made throughout document.
3. Article II, Section C, additions to address any disenfranchisements regarding voting and ability to run for elections.
4. Article III, Section C, introductory section changed to clarify faculty majority and groups represented on the College Senate.
5. University Senators must have full time faculty status.

Amended by the Senate, March 2007; approved by the Faculty,

1. At-large reduction from nine senators to seven to achieve faculty majority.
2. Changes to charges for all standing committees except Curriculum and Budget and Staff Allocations.

Amended by the Senate, March 2009; approved by the Faculty,

1. Article III, Section C-6, deleted reference to Alternate SUNY Senator being appointed by Chair. The Alternate Senators will now be selected in accordance with the University Faculty Senate Bylaws.

2. Article III, Section F-5, increased the aspirational number of Senators on each committee from two to three.
3. Article III, Section F-5, makes the Associate Chair of the Student Welfare Committee elected by the Senate, instead of being appointed by the Senate Chair.

Appendix B

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

REVISED

BUFFALO STATE COLLEGE

DIRECTORY OF POLICY STATEMENTS

Policy Number: IV.02.02 Date: September 1981 SUBJECT: **Submission Guidelines for Internship Course Proposals**

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

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

Undergraduate Courses

The minimum required GPA for an undergraduate student to register for an internship course is

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

Graduate Courses

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

Development of Internship Course Proposals

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

Review of Internship Course Proposals

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

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Credit Hours

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

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

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

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

Conversion:

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

Reference:

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

ORIGINAL

BUFFALO STATE COLLEGE

DIRECTORY OF POLICY STATEMENTS

Policy Number: IV.02.02 Date: September 1981 SUBJECT: **Proposals for Internship Courses**

Introduction and Criteria

The mechanism described below has been devised in order to provide appropriate guidelines for internship courses for cooperative education internship experiences, and to allow for the orderly processing of proposals.

The Internship Program format is intended to respond to the following needs:

- 1) To provide an opportunity for a field experience to supplement and complement the academic programs of the college.
- 2) To provide a means of dealing with field experiences of particular interest to the student.
- 3) To provide a standardized structure for responding to field experiences in the educational program of the student.
- 4) To provide a vehicle for accommodating and utilizing the specialized resources of various external organizations.

Prefix and Code Number

The prefix and code number to be used by any department proposing to offer an Internship Course will be: XXX 488.

Development and Review of Proposals

Each proposal must include all information now required for a new course proposal (Senate form) except that the following substitution for IV. Topical Outline and X. Catalog Description should be included in all proposals.

IV. Topical Outline:

A. A written mutual agreement among the student, the faculty supervisor and the field experience supervisor will be formulated. The agreement shall specify each participant's duties with regard to the:

ORIGINAL

- academic objectives
- field experience objectives
- relationship between the academic and field experience components

B. The academic component will include all of the following aspects:

1. a daily log or journal of the field experiences
2. training sessions
3. preparations (e.g., lesson plans)
4. seminars with faculty member(s)
5. conferences with resource personnel
6. conferences with the faculty supervisor

7. a final report/presentation and/or paper

X. Catalog Description:

A. It is expected that individual departments will simply list the course as per the following example:

XXX 488 – Internship 1–15 credits.

B. Departments may also wish to add their own special criteria to the type of description mentioned above.

C. The following general statement of policy should be published in the College Catalog within the section that explains independent study (499) and project (495):

Internship (488)

Internship programs provide students with guided and supervised field experiences (experiential learning) as part of their degree programs. Students who wish to participate in the program must have at least a 2.0 GPA and a background of courses or experience within the area of interest. Approval for experiential learning situations must be obtained from either the student's advisor or the chair of the department within which the student is a major, the supervising faculty member, and the chair of the department within which credit will be granted.

B. Review of Course Proposals

1. The department(s) or approved study area(s) will certify approval of the course(s) according to a procedure established by them.
2. The department(s) or approved study area(s) will forward **22 copies** of the course (**done electronically now**) proposal(s) to the appropriate Dean and director where existent, for approval.

ORIGINAL

3. The Dean will forward 20 copies of the course proposal(s) with approval to the Chairperson of the College Senate and 1 copy to the Vice President for Academic Affairs.
4. The Chairperson of the College Senate will refer the course proposal(s) to the Chairperson of the College Senate Curriculum Committee. A list of titles of courses forwarded to the Curriculum committee, along with their catalog descriptions will be published in the College Bulletin for the entire college community. Interested parties may review the proposal(s) and submit comments and recommendations to the Curriculum Committee.
5. After reviewing the course proposal(s) the College Senate Curriculum Committee will then forward to the Chairperson of the College Senate all proposals upon which the committee has acted favorably. The Chairperson of the College Senate will forward them to the President for final decision. The President's decisions are published in the College bulletin. The Committee will return all of those proposals upon which it does not act favorably to the sponsor(s) with an explanation of its reason(s) for rejection. Such course proposals may be resubmitted to the Curriculum Committee in the same manner as before after appropriate revisions have been made. In the event the sponsoring department(s) or approved study area(s) feels the Committee's action is inappropriate, said department(s) or approved study area(s) may appeal such decisions to the College Senate.

Credit Hours:

A. 1-15 credit hours to be determined by advisement.

1. Recommended minimum hours:
 - (a) Field work on the site – 40 hours/semester/unit of credit
 - (b) Academic component – 15 hours/semester/unit of credit
2. It should be noted that positions in which the student receives a stipend or a salary may also be credit generating. However, the rights of individual departments to impose their own policies concerning credit for paid cooperative experience is recognized.

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

Conversion: Departments which now offer/require internships should bring them into compliance with the guidelines and submit the revised course proposal to academic Affairs for filing. Student teaching which is a state certification requirement is not included in this definition of internship.

Source of Information: College Bulletin, September 17, 1981

Appendix B-1

*College Senate Curriculum Committee, Bhakti Sharma, chair
Resolution introduced on the DOPS Policy Writing Intensive*

REVISED

BUFFALO STATE COLLEGE

DIRECTORY OF POLICY STATEMENTS

Policy Number: IV: 12: 00 Date: July 23, 2008

Subject: Intellectual Foundations Courses

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

5. Use the Intellectual Foundations (IF) Narrative form to explain the correspondence between the Intellectual Foundations learning outcomes and the course topical outline. Forms can be found at the College Senate Curriculum Committee (CSCC) website.
6. All new or revised curriculum proposals and the Intellectual Foundations Narrative form shall be submitted via the online workflow management system.
7. A report notifying the initiator (person who initiates the proposal in the online workflow management system) of the Intellectual Foundations designation (approval, approval with revisions, or rejection) will appear in the online workflow management system.
8. The CSCC conducts independent reviews of new and revised course proposals as per Directory of Policy Statement IV.02.00. The Senate Intellectual Foundations Oversight Committee (SIFOC) conducts a parallel review of course proposals for appropriateness in specific Intellectual Foundations (IF) categories.
9. Proposals that are **rejected** for specific IF categories will be returned to the initiator with the CSCC feedback via the online workflow management system. Departments may submit revised IF narratives in the same IF category or a new category via the online workflow management system.
 - Proposals that are ejected for a specific IF category that are resubmitted in a new IF category should be accompanied by a course revision proposal that can be independently reviewed in the online workflow management system.
10. Courses that are approved for a specific IF category will remain in that category so long as that category's learning outcomes do not change and the course continues to meet those learning outcomes.
- 11.

BUFFALO STATE COLLEGE

DIRECTORY OF POLICY STATEMENTS

Policy Number: IV: 12: 00 Date: July 23, 2008

Subject: Intellectual Foundations Courses

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

- (c) All courses are submitted via the Dean's office to the Senate office which will log in the courses for reporting purposes.
- (d) Use appropriate curricular forms and routing sheets which have been revised to reflect the Intellectual Foundations program. Forms can be found at <http://intellectualfoundations.buffalostate.edu/>
- (e) The Senate Curriculum Committee refers courses to the Senate Intellectual Foundations Oversight Committee (SIFOC) which reviews the courses for appropriateness in Intellectual Foundations categories. The Senate Curriculum Committee first reviews new and revised course proposals.
- (f) The routing sheet reflects the process. Use the Intellectual Foundations Submission Narrative format to explain to SIFOC the correspondence between Intellectual Foundations learning outcomes and the course topical outline.
- (g) A single response is returned to departments so they are not required to engage in a three-way negotiating process.

PROCEDURES FOR APPROVAL OF INTELLECTUAL FOUNDATIONS COURSES

- 5) Courses which require no changes in order to meet Intellectual Foundations outcomes:
 - Complete Routing Sheet. Check only number 3 (Intellectual Foundations) under Type of Action, along with the Intellectual Foundations category.
 - Complete the Intellectual Foundation Course Submission Narrative.
 - Submit two hard copies of the course proposal and the narrative, as well as an electronic copy of each to the College Senate Office.
 - Once the course is logged in and received by the Senate Office, SIFOC will review the course for fit with IF outcomes. Possible actions:
 - Approval as submitted.
 - Approval with revisions – returned to department with memo.
 - Rejected – Appeal process (Department Chair sends letter to the Chair of the Senate Curriculum Committee).
 - Courses which have not been officially approved by SUNY for Trustees' designation must submit the SUNY approval form as well.
 - Only SIFOC will be reviewing these submissions and once approved, the course will be forwarded to the Office of Academic Affairs.
- 6) Courses which will require changes in order to meet the Intellectual Foundations outcomes will be treated as a revision:
 - Complete the Routing Sheet, Course Proposal and Intellectual Foundations Course Submission Narrative.
 - Submit two hard copies and an electronic version of each to the College Senate, along with one hard copy of the current course.
 - Once the revised course is logged in and received by the College Senate Curriculum Committee, it will be reviewed by the Committee according to the usual procedures. When the course is approved by the College Senate Curriculum Committee, it will be forwarded to SIFOC for approval of adherence to Intellectual Foundations outcomes.
 - The SUNY approval form for Trustees' designation must be submitted as well.
 - Once approved by both the Senate Curriculum Committee and SIFOC, courses will be forwarded to the Office of Academic Affairs.
- C. New courses requesting Intellectual Foundations designation will follow current procedures for new course submissions.
- D. Courses should not be submitted for renewal of Writing Intensive designation. Courses retain the "W" designation as per past practice.

The Assistant Dean for Intellectual Foundations should be contacted for help with Intellectual Foundations course designation.

Appendix C

*Instruction & Research Committee, Kimberly Kline, chair
Resolution introduced the DOPS Policy on Supplemental Policy on Scholarship Encompassing Applied Research, Scholarship of Teaching, and Community-Engaged Research and Scholarship*

DOPS Revision/addition:

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

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

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

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

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

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

BUFFALO STATE COLLEGE

DIRECTORY OF POLICY STATEMENTS

Policy Number:

VI:04:05

Date: February 2003

Subject:

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

The intent of the following is to provide formal institutional recognition of a variety of forms of scholarly activity and products. This policy allows faculty the ability to exercise a wide choice of kinds of scholarly activities with effective evaluation by departments, deans, and the Office of Academic Affairs in personnel procedures. Neither this policy nor the definitions and guidelines included are intended to place added demands on faculty, but rather to provide faculty with additional scholarship options and opportunities. Nor are they intended to deny the authority and rights of departments in making personnel decisions, but rather to provide guidelines for evaluating the products of these new forms of scholarship.

PREAMBLE

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

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

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

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

Discipline-based research products can be evaluated in a straightforward fashion, for example, by considering publication in peer-reviewed journals or other peer-reviewed media. However, applied research, scholarship of teaching, and community-engaged research and scholarship products may be more difficult to evaluate. While applied and teaching scholarship may result in publication in peer-reviewed journals, in some cases their most significant products may take other forms. The following are recommended guidelines to be used by departments, deans, and the Office of Academic Affairs in evaluating the products of applied research, scholarship of teaching, and community-engaged research and scholarship. Neither this policy nor the definitions and guidelines included are intended to place added demands on faculty, but rather, to provide faculty with additional scholarship options and opportunities. Nor are they intended to deny the authority and rights of departments in making personnel decision, but rather, to provide guidelines for evaluating the products of these new forms of scholarship.

DEFINITIONS

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

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

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

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

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

Community- Engaged Research: A collaborative process between the researcher and community partner that creates and disseminates knowledge and creative expression with the goal of contributing to the discipline and strengthening the wellbeing of the community. Participation is beneficial to all stakeholders, and utilizes and incorporates campus and community assets in the design and conduct of the research.

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

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

DOCUMENTATION

Documenting Scholarship for Evaluative Purposes

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

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

- Publication in peer-reviewed journal.
- Peer review by established scholars and/or professionals within the discipline away from the campus.

- Evidence of the replication of the work elsewhere or the dissemination of the results by professional or cultural organizations.
- Honors, awards, grants, or recognition received for the scholarly activity.
- Reviews by critics or other evidence that the scholarship has enriched the artistic and cultural life of the community.
- Evidence of effective presentation at community events, or publication or broadcast through media.
- Production of policy documents, studies, research, and reports directed toward service providers, policy makers, or legislators

Departmental Responsibilities

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

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

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

1. **Clarity and relevance of goals.** A scholar should clearly define objectives of scholarly work, and clearly state basic questions of inquiry. The scholarship should address substantive intellectual, aesthetic, or creative problems or issues. Clarity of purpose provides a critical context for evaluating the scholarly work.
 - Applied research might aim to improve theoretical understanding of a significant social problem or situation OR assess the efficacy of knowledge or creative activities to implement changes within a particular context.
 - Scholars should provide a clear statement of need and relevance at the disciplinary and community levels.
2. **Mastery of existing knowledge.** A scholar must be well prepared and knowledgeable about developments in the field under study. Ability to educate others, conduct meaningful research, and use knowledge and skills to address problems depends on mastery of knowledge.
 - Applied researchers propose methodologies, measures, and interventions that reflect the theory, conceptualization, and cumulative wisdom of previous work.
 - Scholars of teaching demonstrate a command of resources that allows them, as researchers and educators, to respond adequately to student learning needs and to evaluate teaching and curriculum innovations, within agreed- upon boundaries.
 - Scholars will demonstrate how research, teaching and/or service is informed by a community's input to foster development of knowledge, curriculum, pedagogy and/or policy development.
3. **Appropriate use of methodology and resources.** A scholar should address goals with carefully constructed logic and methodology.
 - Applied research requires well-constructed methodology that allows for assessment of the efficacy of the chosen project.
 - Scholars of teaching use appropriate methodology to evaluate the link between teaching and learning. This includes assessing the impact of the broader curriculum on student learning.
 - Community Engaged Scholarship can enhance rigor in research and teaching, facilitate study of issues not otherwise considered, and increase understanding of complex real-world issues in the classroom. Scholars should provide evidence to demonstrate that scientific rigor is maintained, or even enhanced, through community engaged approaches.
4. **Effectiveness of communication.** Scholars should possess effective oral and written communication skills that enable them to convert knowledge into language that a public audience can understand.

- Applied researchers should disseminate the knowledge gained in order to share its significance with those not directly involved in the project.
 - Scholars of teaching should communicate with appropriate audiences to open their work to critical inquiry and independent review.
 - Scholars should provide examples of how they have effectively communicated and disseminated the knowledge they have gained through engaged scholarship to appropriate academic audiences, practice areas, community partners, and public audiences/forums.
5. **Significance of results.** Customarily peers, students, community members, and experts in the field assist scholars in evaluating whether or not their goals are met and whether or not their achievements are useful to others.
- Applied research can make a difference by resolving relevant social problems or issues, facilitating organizational development, improving existing practice or policy, and enriching the cultural life of the community.
 - Scholars of teaching can make a difference by promoting understanding of, or resolving, relevant pedagogical problems or processes. Scholars also might engage in substantive theoretical reflection on the impact and merit of a particular course or program.
 - Scholars should explicitly state what knowledge they created or applied and what impact it has had or may likely have in the future. It is important to note here that "significant results" is intended to be broadly defined and not only "statistically significant results."
6. **Consistently ethical behavior.** Scholars should conduct their work with honesty, integrity, and objectivity. Ethical behavior includes following the college's procedures for approving research (e.g., the Institutional Review Board) and properly crediting sources of information in reports and presentations of results. Scholars should foster a respectful relationship with students, community participants, peers, and others who participate in or benefit from their work.

Examples of Applied Research and Community-Engaged Research

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

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

Examples of the Scholarship of Teaching and Community-Engaged Scholarship

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

1. Designing a data collection and analysis plan to assess the impact of a curriculum change on student learning. Publishing that plan.
2. Creating a course portfolio that documents the development, implementation, and assessment of a course.

3. Producing a textbook that offers an innovative approach to organizing and communicating the knowledge in a field.
4. Preparing and designing educational software, video, or television programs that are successfully used in classrooms beyond that of the instructor who created them.
5. Developing educational support programs for high-risk or gifted students that have led to demonstrated positive results.
6. Creating a database for instructional use that results in or supports a written product.
7. Assessing impacts of community-engaged learning on student participants and community partners.

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

Appendix C-1

*Instruction & Research Committee, Kimberly Kline, chair
Resolution introduced the DOPS Policy revision for Grading Policy*

DOPS Revision: Policy on Grading

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

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

BUFFALO STATE COLLEGE DIRECTORY OF POLICY STATEMENTS

Policy Number: I:16:03

Date: Updated July 2018

Subject: Policy on Grading

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

Grades Awarded by the College:

A = Superior

A-

B+

B = Above Average for undergraduate coursework; average for graduate coursework. B or 3.0 GPA is required minimum cumulative for graduate coursework.

*B-

*C+

*C = Average

**C-

**D+

**D = Below Average

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

- **E = Failure or Unofficial Withdrawal from a Course
- **EV = Failure, never attended
- S = Satisfactory
- SD = Satisfactory with Distinction
- U = Unsatisfactory
- P = Pass; may not be given for graduate coursework
- F = Fail; may not be given for graduate coursework

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

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

Letters Used to Indicate Status:

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

Explanation of Grades:

- S (satisfactory) and U (unsatisfactory) grades are reserved for graduate theses, student teaching or other field experiences that are not readily evaluated by the normal letter grades and basic skills courses.
- SD (Satisfactory with Distinction) is reserved for graduate theses. S, SD and U grades may be given only for courses so designated.
- P (pass) and F (fail) grades are given for undergraduate courses taken on a pass – fail basis. They may be submitted only under proper authorization. Pass and Fail grades may not be used for graduate coursework.
- W (withdrawal) grades may be submitted only when a student has formally withdrawn from a course.
- I (incomplete) grades may be submitted only when the department chair or program coordinator has been properly notified. An instructor may submit a grade of I (Incomplete) only when circumstances leading to a student's failure to complete course requirements are known to be beyond the student's control (e.g., serious illness or unavailability of material). The student must complete course requirements and the instructor must submit a grade change by the 10th week of the following spring or fall semester or the grade automatically converts to an E (Failure). In the event that the instructor who granted the I grade is unable to evaluate whether the student has fulfilled the course requirements during the stipulated time period, the chair or program coordinator takes responsibility for evaluating the student's work and changing the grade.
- IP (in progress) grade of IP is reserved for graduate students who have not completed their thesis or project requirements. When work is completed, the instructor submits a grade change, replacing the IP grade with a final grade. If an instructor does not submit a final grade by the end of the second additional semester, the "IP" grade will automatically be recorded as an "E" or "U" unless an incomplete extension (722) is filed. A grade of N (Grade Delayed) may not be submitted for a thesis or project.
- N (grade delayed) grades may be given when research work or an internship carries over from one semester to another and when it is necessary to delay grading to a subsequent semester. N grades may be submitted only with the permission of the department chair or program coordinator. A grade of N (Grade Delayed) may not be used for a graduate thesis or project course.
- NR (grade not required) grade of NR is reserved for, and must be submitted for, NR graduate level 721 Thesis/Project Continuation or 722 Thesis/Project Extending Course.

Incomplete Grades

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

Pass – Fail Option

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

Any undergraduate course, except English composition 100-level courses and those required for completion of a major or a minor, may be taken on a pass-fail basis. Students must declare their intention to do so by the end of the 10th week

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

of classes in any semester or after two-thirds of a Summer Session or January Term. After receiving the approval signature of the student's adviser, a declaration of intent must be filed with the Registrar's Office, Moot Hall, by the published deadline. An instructor may choose to substitute a letter grade for the pass if written consent from the student is received and the form is submitted prior to the end of the semester. Once an application for pass-fail has been submitted, the pass-fail option for that semester has been exhausted. Subsequent filing of a substitution form to receive a letter grade does not allow submission of another pass-fail application for that semester.

Students may not use pass-fail to repeat an undergraduate course for which a grade of C- or below was earned.

Note: Students are cautioned that the amount of pass-fail work permitted may jeopardize their chances for admission to graduate or professional school or for career placement.

Change of Grade

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