

Buffalo State College

The State University of New York

• COLLEGE SENATE MEETING •

Minutes/Summary

NOVEMBER 8, 2019-BULGER 423, 3 P.M.

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

For Dec. 13th ESP Senate send-out.

The Senate Meeting of November 8, 2019

*The Official Record of the Senate- Audio Podcast:

<https://newsandevents.buffalostate.edu/podcasts/college-senate-meeting-november-8-2019>

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

CALL TO ORDER: *Senator Marren* officially called the meeting to order at 3:08p.m.

ADOPTION OF THE AGENDA: *Senator Marren* presented the agenda. An amendment to the agenda was needed to add Faculty & Staff Welfare into the Committee Reports to present their revised roster. *Senator Knowles* moved and *Senator Loehr* seconded, the November 8, 2019, Agenda was adopted with the amendment.

PRESENTATION OF THE SENATE MINUTES: *Senator Marren* presented the minutes summary of October 11th, 2019. Hearing no substantive changes, the minutes were accepted as presented. For completed viewing of minutes past and presented, go to:
<https://collegesenate.buffalostate.edu/senate-meeting-summaries>

Senator Marren gave a brief update on the provost search:

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 (8-10 candidates)
- On campus interviews to be held end of February through mid-March, 2020 (3-5 candidates)
- Start date, July 1, 2020

There was no discussion.

REMARKS OF THE PRESIDENT

To hear the full report from the President, go to 1:30 into podcast

<https://newsandevents.buffalostate.edu/podcasts/college-senate-meeting-november-8-2019>

President Conway-Turner spoke on these topics:

- Thanked everyone for attending her State of the College Address at the Burchfield Penney on November 7th.
 - Focus on innovation across campus
- SUNY President's meeting in Albany on October 23rd.
 - Advocacy for State Funds and Capital Funds
 - Legislature to see how we are all part of SUNY family and our important role in the community
 - Next SUNY President's Meeting is on December 3rd; I will report on that meeting to the Senate next time.

For Dec. 13th ESP Senate send-out.

- Faculty and Staff Recognition Program
- Formation of Institutional Innovation Advisory Council

The following CQ's were sent to the Chair of the College Senate in advance of the October 11th Senate meeting. **To hear the answers to these CQs, please listen to the podcast beginning at 8:17.** <https://newsandevents.buffalostate.edu/podcasts/college-senate-meeting-november-8-2019>

CQ-1: *Do you believe that our students are well served by having most classes taught by part-time faculty? Is it your plan for Buffalo State to rely increasingly on poorly paid, contingent faculty for most teaching?*

Scenario: Data from loading reports provided by Buffalo State's Office of Institutional Research show that less than half of the classes at Buffalo State are now taught by the full-time faculty, which is a significant change from just five years ago, when more than half of classes were taught by full-time faculty. Significantly, only 40% of lower-level, introductory courses were taught by full-time faculty in the most recent semester for which data has been made available, Fall 2018. In addition, the Vice President for Finance and Management has referred to tenure-track faculty as "liabilities".

President Conway-Turner gave a response, along with Provost Mayrose who added additional commentary.

8:44 CQ-2: *What is being done to ensure a sustainable infrastructure for education on this campus?*

Scenario: In order to recruit and retain students, faculty are encouraged to expose students to the latest technology and methods in their field and apply learning experiences through interactive labs that are intended to simulate the "real world". Unfortunately, the campus has limited space for learning technology and building renovations are not designed to support growth (both student growth and infrastructure).

Example 1: Computers are playing an increasing role in curriculum across disciplines at Buffalo State, but in the last few years, there are fewer open computer labs available to students besides the EH Butler Library. With demand for computer access increasing, the computer lab limitations on campus are concerning.

Example 2: The Technology building is only 6 years old and yet the infrastructure already requires upgrades. Earlier this year, I learned that the building's electrical capacity must be upgraded to support computer software upgrades. This is a frustration to both faculty and students who have had to work in unreliable computer labs where many of the computers are no longer usable because the software is glitchy and no longer supported on the older hardware.

CIO and VP Malcolm gave the response.

12:15 CQ-3: *What is being done to ensure that as new buildings come online (e.g. the new wing of SAMC and the library) that we as a campus do not need to continually sink funds and resources into maintaining buildings and labs that are less than 10 years old?*

Scenario: Buffalo State competes with many nearby schools when recruiting and retaining students. Students now have access to industry technology at 4-year research institutions like UB, at community colleges, and at technology-focused high schools. It is important for Buffalo State to maintain adequate infrastructure for students to apply "real world" experiences on campus. Unfortunately, building renovations and new buildings are coming online with infrastructure problems from the start. This puts a strain on the facilities team who must "fix" the problems and often leads to labs that do not function properly (e.g. non-functioning conditioning labs in SAMC and TECH).

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Vice President Barnum responded. **VP Barnum** first clarified from recent hearsay that she did not state that faculty are liabilities but are an investment. She noted that she would be open to meet with anyone to discuss this, and also hopes to work together to better understand the budget and move forward as a campus collectively.

Then at 13:24, VP Barnum addressed CQ-3. The answer language was provided from Steve Schaffer.

15:24 CQ-4: *When you and your cabinet plan for Buffalo State's future, is this the vision of modernized education that you have in mind, that is, one with fewer or no classroom faculty?*

Scenario: In your recent address to the campus, you employed the banking industry as a model of modernization. A notable feature of the modernization of the banking industry is a significant reduction in number of tellers, i.e., employees who interact in a face-to-face way with clients. A roughly equivalent change to higher education would see a significant reduction in the number of faculty who interact with students in classrooms.

President Conway-Turned addressed this CQ. She also noted that CQ-5 is similar in nature, so her response to CQ-4 would also cover the answer to CQ-5.

16:20 CQ-5: *Do you or your cabinet have reservations about hiring tenure-track faculty because they might be an impediment to modernization?*

Scenario: Traditionally, a long-term commitment to full-time, tenure-track faculty with expertise in face-to-face teaching has been viewed as a positive thing since it is an investment in a given college's or university's primary assets, that is, those who provide the institution's primary service of curriculum and education. Yet, if institutions of higher education are likely to move almost entirely online, in keeping with your banking analogy, such a commitment might be considered a liability; in other words, each new faculty hire is a thirty year commitment to an individual who will hinder the institution's ability to modernize.

The President noted that CQ-5 is similar in nature to CQ-4 her response would cover the answer to CQ-5.

16:32 CQ-6: *Students and alumni have expressed concerns about the privacy of their personal data. Can CIO Malcom please explain exactly how website data collection works and what specific steps Buffalo State is taking to address privacy concerns?*

Scenario: Recently Buffalo State was featured in a Washington Post article about prospective student data collection. The tone of the coverage was not positive. From the article:

"Many schools do not give students the ability to opt out of data collection. Jacquelyn Malcolm, chief information officer at the State University of New York's Buffalo State College, said that if prospective students do not want their Web browsing tracked, they should not visit her school's website. "You have a choice of not interacting at all," Malcolm said in an interview, adding that applicants can get information by calling the school, visiting its social media accounts or visiting other websites with information about different colleges. In an email, a spokesman for SUNY Buffalo State later said that the school is exploring new ways to inform students about its privacy practices and that anyone can request not to be tracked by sending an email directly to Malcolm" (October 14, 2019).

CIO and VP Malcolm gave the response.

17:34 CQ-7: *How does Buffalo State answer their criticism? Has anyone reached out to speak with this student about their concerns?*

Scenario: A Buffalo State student was featured in a Spectrum News story about advocates pushing for a SUNY tuition freeze. Her comments:

For Dec. 13th ESP Senate send-out.

This Buffalo State student went to the state Senate Higher Education Hearing in Buffalo to let lawmakers know she doesn't believe she's getting good return on her dollars. "They barely have any counselors to talk to when it comes to financial aid questions or just someone to talk to if you have problems or like registration questions," she said. "They also barely have tutoring available for like your STEM majors, like the Science, the Technology, Engineering and Mathematics and it's hard to get help" (October 30, 2019).

President Conway-Turned addressed this CQ. At 18:34 Provost Mayrose added his commentary response to this CQ.

18:56 CQ-8: *Can a current BSC professional staff member who also teaches in an academic department be considered a visiting associate professor? What is the process to determine the additional title?*

Provost Mayrose addressed this CQ.

REMARKS OF THE CHAIR

Senator Marren shared his remarks.

I've been talking to a lot of people around or connected with this campus and, perhaps to no one's surprise, there is a sense of dread. It's like one of those deeply purple storm clouds from Lake Erie has settled over Buffalo State and threatens 40 years of snow. And yet, as Aeschylus once wrote, *in the midst of despair "...comes wisdom, through the awful grace of god."*

Give me a few minutes to explain that. First, I want to assure you that what's wrong today is NOT your fault. Now let me reassure you: It is NOT your fault. What we are dealing with is a series of systemic issues—and responses to those issues—that brought us to this point. It means no one person, one committee, one department, or one school can solve it all. We need to work together. The word synoptic literally means "*with one eye.*" The synoptic question is how do we relate to each other and work together? Well, we can begin by speaking clearly about the issues and ills that have seeped into our community. Then we should respond with ordinary acts of grace. In other words, to transform our community we need all our efforts and stories.

Speaking of stories ... In Luke's gospel there are healing stories that Luke pairs together, usually with a man and a woman. We know the story of one pair: A centurion has a sick servant whom Jesus heals from a distance. ("*Say the word and my servant shall be healed.*") But Jesus also heals a community in a town called Nain. He sees a crowd of people in a funeral procession. What's striking about this story is that the community is there to support the widowed mother and grieve with her. Jesus is moved by this communal grief and so brings the son back to life, as Luke puts it "*Jesus gave him back to his mother.*"

What's implied is that the son was also given back to the community. So, healings aren't just about individuals like the centurion's servant, but about what happens to life in a community as relationships are stitched back together. Our communal healing starts here and now as we become guests in each other's story.

We here in the Senate are leaders. We asked people to vote for us, to trust us, to work for them. Leaders lead, by words and actions. Tell me what I can do to help you do what you do. I may not be able to do it, but I promise to try. What I ask each of you to do is to go to your constituents and ask them, "*What can I do to help you do what you do? I may not be able to do it, but I promise to try.*"

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I don't want to oversimplify this because our problems are complex, but if we lead well, we may find that "wisdom through the awful grace of god" sparks a new imagination about who we are here at Buffalo State and who we can be.

COMMITTEE REPORTS

All Committee Reports can be heard at:

<https://newsandevents.buffalostate.edu/podcasts/college-senate-meeting-november-8-2019>

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

Senator Grinnell: We are reviewing the set of Community Engagement Terms and Definitions produced by the Civic Action Plan Implementation Committee. This document seeks to provide standardized language and a common understanding for phrases such as "community engagement," "civic engagement," and "service learning." We plan to have an APC response to the set by the February Senate meeting.

Our standing charge includes "enrollment projections" among our areas of concern and we will seek to work with **VP Malcolm** on this important issue.

Another aspect of our charge pertains to "Recommendations of accrediting agencies," so we will be doing what we can to cooperate with the College Planning Council as it monitors the current strategic plan, prepares for Middle States, and prepares for a new strategic plan

As a part of that, we will be looking at the intersection of curricular planning, the curriculum itself, and the assessment of curriculum.

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

Senator Sharma introduced three resolutions: (She went over each resolution's language). **(Please go Appendices to view each resolution at Appendixes; A-1, A-2 and A-3).**

- DOPS Policy Number: IV: 09:00 Subject: Course Number Change
- DOPS Policy Number: IV: 10:00 Subject: Course Title Change
- DOPS Policy Number: IV: 11: 00 Subject: Adding, Replacing, and Removing Prerequisites from Courses

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

Senator Shephard presented her committee's resolution with revised language that the Senate requested at the October 11th Senate meeting to the President's language. The original resolution was approved by the Senate in spring 2019. The vote will only be for the additional language not on the entire resolution. **(Please go to Appendix B to see resolution)**

Senator Marren: Is there any discussion?

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Senator Nikischer made a motion to amend the revised language portion with the following:
"Individual school policies should be followed so long as they 1) meet or exceed this DOPS policy, and 2) have received a majority vote of approval from the school's full faculty in accordance with individual school by-laws."

Senator Knowles seconded the motion to amend.

Senator Marren asked for further discussion.

Senator Sharma suggested; change 'the' to 'this'.

There was extensive discussion from the Senate floor. **Senator Marren** asked for further discussion; hearing none, all those in favor of the motion to amend? The Ayes were 18 to 12 Nays. Motion carried. The amendment was approved by the Senate. This language will now be added into the existing resolution that **Senator Shephard** presented.

Senator Shephard then introduced a resolution for a new DOPS Policy on Approved Applied for discussion. **(Please go to Appendix B-1 to see resolution)**

Senator Marren asked for discussion.

There was a lengthy discussion. <https://newsandevents.buffalostate.edu/podcasts/college-senate-meeting-november-8-2019>

Senator Marren asked the Senate to allow Associate Professor and Theater department Chair, **Ann Emo**, to speak on the reasoning to create this new policy. Ann has been working on the committee that is focusing on Applied Learning. The Senate approved.

Ann explained what she and her constituents have been working a long time on the Applied Learning committee. She discussed what is approved applied learning for the campus and stressed that classes must meet criteria; details must be worked out, along with working with the course authors. **Ann** also noted that this is SUNY language, thus BSC is required to follow protocols for applied criteria.

There was continued extensive discussion.
<https://newsandevents.buffalostate.edu/podcasts/college-senate-meeting-november-8-2019>

To conclude, **Senator Shephard** will take all of the suggestions and feedback to her committee for review on this resolution.

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

Senator Brickhouse presents her revised committee roster for re-approval. She explained that there was a member change and replacement.

Senator Marren asked for any discussion; hearing none, all those in favor? The revised FSW roster was approved with the revisions made.

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

Senator Chioma presented the SWC roster for Senate approval.

Senator Marren asked for any discussion or debate, hearing none, all those in favor?

The Student Welfare Committee roster was approved as presented.

Unfinished Business

Senator Sharma there were no Gen Ed updates at this time.

New Business

- **UFS Report from the 183rd Fall UFS Plenary in Albany**
 - Report will be presented by UFS Senators, Heather Maldonado, and Joe Marren.
View this report at:
https://collegesenate.buffalostate.edu/sites/collegesenate.buffalostate.edu/files/uploads/COLLEGE%20SENATE%202019-2020/REPORTS%20TO%20THE%20SENATE%202019-2020/UFS%20Report%20to%20the%20Senate_Fall%202019%20Plenary_System.pdf
- **UFS resolution to create (EID) Equity, Inclusion and Diversity, Senate Standing Committee** – Senator Maldonado introduced the motion (**go to Appendix C to see resolution**) <https://newsandevents.buffalostate.edu/podcasts/college-senate-meeting-november-8-2019>
 - Introduction of resolution to initiate the creation of a new standing committee—Equity, Inclusion, and Diversity (EID) Committee—as part of the Buffalo State College Senate.
 - **Senator Maldonado** explained the *lengthy* process for establishing a new ninth senate standing committee. This request is for all SUNY campuses not just Buffalo State.

Constituent Questions-CQ's

There were eight (8) Constituent Questions sent in advance, all were responded during **Remarks of the President**. <https://newsandevents.buffalostate.edu/podcasts/college-senate-meeting-november-8-2019>

Senator Marren asked if there were any other CQ's.

There were no further CQs presented.

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

Adjournment: 4:40 p.m.

APPENDICES

Appendix A-1

College Senate Curriculum Committee, Bhakti Sharma, chair
Resolution re introduced on the DOPS Policy Number: IV: 09:00 Subject: Course Numbering

BUFFALO STATE COLLEGE

DIRECTORY OF POLICY STATEMENTS

Policy Number: IV: 09:00

Date: July 23, 2008

Subject: Course Number Change

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

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

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

BUFFALO STATE COLLEGE

DIRECTORY OF POLICY STATEMENTS

Policy Number: IV: 09:00

Date: July 23, 2008

Subject: Course Number Change

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

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

For Dec. 13th ESP Senate send-out.

Appendix A-2

College Senate Curriculum Committee, Bhakti Sharma, chair
Resolution re introduced on the DOPS Policy Number: IV: 10:00 Subject: Course Title Change

BUFFALO STATE COLLEGE

DIRECTORY OF POLICY STATEMENTS

Policy Number: IV: 10:00

Date: July 23, 2008

Subject: Course Title Change

A. Title changes that do not ~~constitute~~ ~~reflect~~ a ~~significant change~~ ~~major shift~~ in course content can be made by ~~department chairs~~. After securing —approval from the ~~school's Associate Dean~~, ~~send and then sending~~ a memorandum ~~on the minimal change form~~ to Academic Affairs. ~~A copy must be sent to~~, ~~copying~~—the Chairperson of the College Senate Curriculum Committee.

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

Appendix A-3

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

BUFFALO STATE COLLEGE

DIRECTORY OF POLICY STATEMENTS

Policy Number: IV: 11: 00

Date: July 23, 2008

Subject: Adding, Replacing, and Removing Prerequisites from Courses

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

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

For Dec. 13th ESP Senate send-out.

Appendix B

Instruction & Research Committee, Arlesa Shephard, chair
Resolution re-presented with revised language for vote: Online Hybrid Course Offering DOPS Policy

Buffalo State College

TITLE OF POLICY: Online/Hybrid Course Offering

Category: Curriculum

Date Established: May 10, 2019

Responsible Office: Institutional Effectiveness

Date Last Revised: November 8, 2019

Policy Statement

Buffalo State College is committed to providing quality graduate and undergraduate courses online. To help ensure the highest quality online learning experiences for students, the following development and review process shall apply to all academic credit-bearing courses, course sections, and degree programs offered partially or fully online.

Instruction Modalities Definitions

- a. Traditional (SUNY Code 1) - All course activity is organized around scheduled class meetings that may be complimented with web-enhanced online course activity
- b. Asynchronous Online (SUNY Code 2) - All course activity is completed online; there are no required onsite sessions; 100% of the direct instruction occurs under time delay
- c. Synchronous Online (SUNY Code 3) - All course activity is completed online, 100% of the direct instruction occurs in real time without time delay.
- d. Combined Online (SUNY Code 4) - 100% of the direct instruction combines both synchronous and asynchronous type
- e. Hybrid (SUNY Code 5) - Course activity is mixed with classroom meetings where a portion (20% - 80%) of the direct instruction of the course section's curricular content is delivered to the student via an online communication method and the remaining portion of the direct instruction is required to be delivered face-to-face.
- f. Hybrid Plus (SUNY Code 5) - Courses that are mostly online where over 80% of the direct instruction of the course section's curricular content is delivered to the student via an online communication method and the remaining portion of the direct instruction is required to be delivered face to face.

See Instructional Modalities DOPS IV:07:03

See also OPEN SUNY online Learning Data Definitions - (<https://commons.suny.edu/opensuny/files/2018/06/SUNY-and-IPEDS-Online-Learning-Definitions.pdf>)

Intent to Offer an Online/Hybrid Course

Intent to teach a new or existing course as an online or hybrid course in its inaugural semester must be communicated by the instructor to the department chair no later than the semester before (but preferably one year before), the course schedule is input by the department. The instructor will submit a rationale to the department chair that includes a description of how online instruction will provide a benefit to the course/program.

Approval of Online/Hybrid Course Offering

- a. The department chair, in consultation with the associate dean, approves the online course offering.
- b. All faculty teaching an online/hybrid course need to demonstrate proficiency in this delivery method (e.g. completion of an Online/Hybrid Course Development Certificate) as articulated in guidelines for online instruction within the appropriate school.

Training and Development

Online/hybrid course development must be completed by the end of the semester prior to the semester in which the course will be taught (e.g. end of spring for a fall offering). Faculty are encouraged to take advantage of additional training, workshops, and certifications to continue to ensure high quality course delivery. Faculty teaching online/hybrid courses must meet the standards provided by the Departmental Curriculum Committee and department chair.

Review of Online/Hybrid Courses

Online and hybrid courses are expected to meet the same quality standard as face-to-face courses. The course design review process focuses on how instructional design and pedagogical best practices can be applied to online or blended/hybrid courses (e.g. OSCQR Rubric: <https://oscqr.org/>).

- a. For hybrid and online synchronous courses, faculty must include in their syllabus the number of times the class will meet face-to-face throughout the semester, the dates for face-to-face meetings and the duration of those meetings. Faculty must provide a description of the types of course activities that will take place in online and face-to-face environments.
- b. Teaching effectiveness is one of the components evaluated for personnel actions such as re-appointment and promotion. The same standards established by the Curriculum Committee and the department for face-to-face courses should be used for online courses
 1. Peer Observation (during the course): Peer observation of online/hybrid course content may consist of an observer being granted access as a guest to the site used for online instruction and/or housing of online content (e.g. Blackboard) with the instructor's permission.
 2. Hybrid peer review: For hybrid classes the peer review can be a blended peer review. For example, the peer reviewer can attend a class when it meets face-to-face and when the class meets online. This will provide the peer reviewer with information about how the face-to-face portion connects with the online portion of the class. The blended peer review also enables the peer reviewer to see the instructor's pedagogy, delivery, engagement of and interaction with students as it is done in a physical classroom visitation.

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3. See DOPS VI:04:04 for additional methods of evaluating teaching effectiveness.
- C. **Assessment:** Assessment of online and blended courses should follow the same processes as set by the department and school for face-to-face courses and should be a regular part of the department's assessment plan. Assessment should be focused on student learning outcomes.
- d. Individual school policies should be followed so long as they 1) meet or exceed this DOPS policy, and 2) have received a majority vote of approval from the school's full faculty in accordance with individual school by-laws.

Appendix B-1

*Instruction & Research Committee, Arlesa Shephard, chair
Resolution introduced for a new DOPS Policy for Approved Applied Learning*

DOPS Addition: Approved Applied Learning
Introduced at the November 8, 2019 Senate meeting

Whereas: the campus strategic plan of 2016 states:

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

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

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

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

Therefore, Be it Resolved:

Buffalo State College
TITLE OF POLICY: Approved Applied Learning

Category: Curriculum **Date Established:** [Click here to enter text.](#)
Responsible Office: [Click here to enter text.](#) **Date Last Revised:** [Click here to enter text.](#)

Undergraduate and graduate courses that meet the following requirements may be designated as Approved Applied Learning and carry the appropriate AAL designation. Designation is awarded to a specific instructor for the course.

1. The course must be an existing and active course, one already approved by CSCC.
2. The Course meets at least one of the approved types of Approved Applied Learning as specified on the following website:
<https://appliedlearning.buffalostate.edu/>
3. The course instructor completes the Approved Applied Learning course narrative submission form.

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

Course/instructor designation will be renewed on a 3-year cycle.

Appendix C

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

TO: Buffalo State Senate
FROM: College Senate Executive Committee
RE: Resolution: Establishment of Standing College Senate Equity, Inclusion, and Diversity

For Dec. 13th ESP Senate send-out.

DATE: Committee
November 8, 2019

RATIONALE

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

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

BE IT RESOLVED that the Buffalo State College Senate By-Laws and Elections Committee initiate the by-laws change process to add a ninth standing committee—the Equity, Inclusion, and Diversity Committee—with a charge that is aligned with the UFS EID Committee and the ethos of Buffalo State; and

RESOLUTION

BE IT FURTHER RESOLVED that, should the Buffalo State College Senate evolve to include an Equity, Inclusion, and Diversity Committee, the College Senate requests the President consider the EID Committee Chair (or designee) for membership on President’s Council on Equity and Diversity in the spirit of shared governance and collegiality.

BE IT RESOLVED that the Buffalo State College Senate By-Laws and Elections Committee initiate the by-laws change process to add a ninth standing committee—the Equity, Inclusion, and Diversity Committee—with a charge that is aligned with the UFS EID Committee and the ethos of Buffalo State; and

BE IT FURTHER RESOLVED that, should the Buffalo State College Senate evolve to include an Equity, Inclusion, and Diversity Committee, the College Senate requests the President consider the EID Committee Chair (or designee) for membership on President’s Council on Equity and Diversity in the spirit of shared governance and collegiality.

UFS RESOLUTION RATIONALE:

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

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

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

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

For Dec. 13th ESP Senate send-out.

UFS RESOLUTION:

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

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

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

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

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

UFS RESOLUTION BACKGROUND INFORMATION:

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