

•COLLEGE SENATE•

Official Meeting Minutes

February 12, 2016-Butler 210, 3 p.m.

<u>PRESENT</u>			<u>EXCUSED</u>
Bajus**	Jorden	Payne	Adamo
Bayer	Kline	Perreault	Ben-Merre
Bewlay	Knowles	Reid	Gellin
Boorady	LeVine	Rosen-Brand	Hotchkiss
Brickhouse	Lewis	Santa Maria	Marren
Conway-Turner	Lombardo	Sarratori	McCarthy
DeWind	Maldonado	Shane	McGovern
Emo	Mayrose	Shephard	Mernitz
Ettestad*	McMillan	Sherman	*Potts(spring sabb.)
Floss	Miller	Stewart	Sands O'Connor**
Goodman	Morales	Velez	(1 yr. Sabb.)
Grinnell	Ninacs	Wall	Shandomo
Hunt		Williams	Tucceri
			Zhang
			ABSENT
			Abass
			Aina
			Djirakor
			Fujiuchi
			Gleckel
			Irion
			Leminger
			Marcus-White
			Richards
			Vince Garland
			T.Wright

•COLLEGE SENATE MEETING•

Official Minutes

February 12, 2016

CALL TO ORDER: *Senator McMillan* called the meeting to order at 3:00 p.m.

ADOPTION OF THE AGENDA: *Senator McMillan* presented the agenda, then asked for a motion to approve the agenda. Moved and seconded. The Senate agenda was approved.

PRESENTATION OF THE MINUTES: *Senator McMillan* presented the minutes of December 11th 2015. There were minor typographical changes needed, the minutes were accepted. The typo corrections will be made prior to posting the minutes to the website.

REMARKS OF THE PRESIDENT

President Conway-Turner: Thank you, Amy. Good Afternoon. I hope that everyone had a relaxing winter break and that the spring semester is off to a good start for you all. I want to first provide some updates on issues and events that have occurred since we last met and then I will ask three of my cabinet members to provide brief reports on topics requested by the Senate.

Updates:

• **AAC&U Meeting** (attended in January)

The Association of American Colleges and Universities conference this year focused on the importance of diversity, equity and inclusion in an outstanding education. There were many presidential briefings on multi-campus collaborations; professional development programs for faculty; and infusing diversity efforts throughout campuses. In particular, a collaboration of large public campuses might offer some insights on how best to address the varied needs of diverse students. I have already passed information to the Provost to digest on this issue and to consider as we move forward.

• **SUNY President's Meeting** (attended earlier this week)

Many issues related to campuses were discussed. In particular we received a brief update on Performance Improvement Plans (PIPs). Buffalo State's was approved since our last senate meeting. The discussion centered on how to use the PIP to develop an overarching SUNY PIP. This will be discussed at the central office. The full plan for Buffalo State College is located on the Buffalo State website under "Strategic Plan" on my webpage.

Other topics of discussion at the meeting were:

- Research and Scholarship Support Across SUNY
- Open SUNY
- Presidential Review – I will be reviewed Spring 2017
- SUNY Path – which is a predictive analysis project that has been funded by Investment Funds at the Research Centers.

We also discussed the climate of the budget and the continued push to include more resources for SUNY in the final budget. Finally, there was a Panel Discussion moderated by the SUNY Chief Diversity Officer, Carlos Medina, on Responding to Crisis. Our own Joan McCool did an excellent job describing the role of Counseling Centers in such situations.

SUNY Investment Plan Funds

- Buffalo State did not receive funding for our Pre-Collegiate Success Center and Predictive Analytics proposals.

Final draft of the 2.12.16 Senate Minutes for Senate ESP on 3.3.16.

- We were informed last Friday that we will receive \$250,000 to support our Virtual Concierge proposal. This represents a portion of what was requested, so when we receive our formal MOU we will have an opportunity to revise our goals given the level of funding we are receiving.
- We just heard yesterday that we will be receiving an award for 2016-17 to increase/expand our work with EOP. The award is for \$409,079.

Executive Budget for 2016-17

- The Governor has released his preliminary Executive Budget for the 2016/17 year. This year's Executive Budget represents a substantial improvement from last year's in terms of a starting point for negotiations for SUNY. While traditional legislative allocations for specific programs and the hospital subsidy have been removed, the Governor did continue funding for the SUNY Investment and Performance Fund at \$18.0M and maintained funding levels for programs such as the Educational Opportunity Program (EOP), and the Educational Opportunity Centers (EOC).

In addition, new programmatic funding has been provided for a Clean Energy Workforce Opportunity Program at both the State-operated campuses and community colleges (\$15.0M total, \$10.0M State-operated / \$5.0M community colleges). The 2011 NY-SUNY 2020 Maintenance of Effort (MOE) and Predictable Tuition Plan has been extended, providing for continued resident undergraduate tuition rate increases (subject to certain conditions) and flat year-to-year funding when taking into account increases in the State's support of fringe benefit costs.

The Executive Budget also recommends the re-appropriation of \$4.0 billion and new capital appropriations for 2016/17 of which \$200.0 million is designated for critical maintenance project for all campuses. \$55.0M is provided through Empire State Development to support a sixth round of SUNY 2020 Challenge Grants. In addition to capital appropriations \$150 million for another round of local Regional Economic Development Council grants is also included in the budget recommendations.

As you know, this is only the first step in the process towards an Enacted Budget for the upcoming year. We will keep you informed of developments as the budget process evolves.

The Agenda Committee requested three reports from administration for this meeting:

- **Provost Melanie Perreault** will give an update on the Applied Learning Initiative.
- **Vice President Michael LeVine** will provide an update on the intersection of Elmwood and Iroquois.
- **Chief Diversity Officer Karen Clinton Jones** will provide a review of diversity statistics for faculty, staff, and students at Buffalo State and discuss ongoing efforts.

Applied Learning Initiative (ALI) Update - Provost Perreault

Provost Perreault: The Applied Learning Initiative (ALI) is a report that was requested by SUNY. It has multiple parts to it, and the first part is due Monday (2.15.16). There was a lot of hard work put forth by many people here today. The first part of the report is to assess how many ALI activities we offer students on our campus. The goal here is for SUNY to give every student the opportunity for an applied learning experience. When we turned in our list of ALI options, SUNY said that we had the largest list by far. We have a report due in April which will aim to show how we assess ALI experiences; and, we currently do not have a common assessment. So we need to develop a plan in the next couple of months. I'm sure our team will be reaching out to people across the campus for ideas. I will also be talking with our CIO about how to make this as easy as possible, in terms of electronic submissions.

Senator McMillan: I wanted to add that there will be updates on the ALI on the College Senate website.

Traffic at Iroquois Dr. and Elmwood Issues- Vice President LeVine

Final draft of the 2.12.16 Senate Minutes for Senate ESP on 3.3.16.

Vice President LeVine: The question we received was related to the traffic delays on Elmwood Avenue due to construction. We have been involved with the DOT since the beginning of that project. We actually requested the turn lanes onto Iroquois Dr., so that our constituents could enter the campus, which actually plays a role in traffic delays. We also had discussions with them about cars that stay in the intersection at Rockwell and prevent people from making that left onto Elmwood, there was not much they could do about that, besides put up some signs. The bottom line on that project is that the DOT is aware of it, and everything will be resolved in the fall of 2016 when it is finished. We recommend using the Grant St. exit when possible, but we anticipate it will continue to be an issue during peak hours (3pm-6pm).

There was no further discussion or questions.

Demographic Diversity Report-Karen Clinton-Jones, Chief Diversity Officer

Dr. Clinton-Jones: We sent out the report to the Senate, so for the purpose of this meeting, I will be going over some of the highlights, as well as answering some questions that were brought to my attention. I have decided to focus on the information for undergraduates, graduates, faculty, and all employees; especially, how the information correlates with the affirmative action plan. As we know, overall undergraduate enrollment has been decreasing over the past 4 years. As you will note, we have had a steady increase in the underrepresented student population, specifically, in the African American population, and the Asian population. You will see the same as it relates to the graduate students as well, with a steady decline in overall enrollment. With the only population growth among the graduate students being the Hispanic population. As it relates to the all employee numbers, you will see that we have had marginal growth over the past 4 years. The minority populations among all employees are increasing very slightly, but it is not very significant. There was also slight growth within the professional staff, but many of those were for entry level positions, which is important to note. Sadly, we have seen steady decline in tenure track faculty. Conversely, there is an increase with the non-tenure track faculty. Part of my role on campus is to look at areas which are lacking representation among certain groups, and genders. Although men are not a protected class, in the event that it can be proven that the hiring process is discriminatory, that would be grounds for a complaint. We do not currently have any areas on campus in which women are underrepresented. However, we do have departments on campus with no ethnic minorities represented at all. It is important to note that race is self-identified. So because we might see someone who appears to be an underrepresented minority, does not necessarily mean that they see themselves as belonging to said race. For me, if there are 5 or more employees in a department, and there is no representation, it is something for me to be conscientious of. These numbers have remained constant since my arrival. It is important to note that when there is no opportunity for hire, the numbers will remain flat. If we continue to have minority placement goals, in the case that we get audited, no one can say that we were discriminatory. Other civil service areas such as UPD, will continue to have placement goals as well. I have sent some of the deans email listings of some historically black colleges which have doctoral programs, in an effort to establish relationships where we can create a pipeline. A large concern for me is increasing the number of tenure track lines, and creating relationships with historically black colleges to increase the diversity of our applicant pool.

Campus Demographics and Highlights of Accomplishments

**Buffalo State College
Five-Year Undergraduate Enrollment
2011 -2015
Student Gender and Ethnicity**

Term/HDCNT	TOTAL	MALE	FEMALE	MIN	W	AA	A	NA	H	PI	2+	NRA	UNKN
Fall 2011	10,002	4,214	5,788	2,736	6,910	1,618	171	61	643	12	231	109	247

Final draft of the 2.12.16 Senate Minutes for Senate ESP on 3.3.16.

Fall 2012	9,731	4,221	5,510	3,056	6,513	1,745	201	42	796	11	261	118	44
Fall 2013	9,338	4,053	5,285	3,294	5,899	1,911	200	36	858	12	277	122	23
Fall 2014	9,316	4,044	5,272	3,897	5,262	2,268	225	37	1,051	15	301	135	22
Fall 2015	9,187	3,978	5,209	4,287	4,737	2,575	247	39	1,113	9	304	146	17

Student Gender and Ethnicity Percent

Term/Percent	TOTAL	MALE	FEMALE	MIN	W	AA	A	NA	H	PI	2+	NRA	UNKN
Fall 2011	100.0	42.1	57.9	27.4	69.1	16.2	1.7	0.6	6.4	0.1	2.3	1.1	2.5
Fall 2012	100.0	43.4	56.6	31.4	66.9	17.9	2.1	0.4	8.2	0.1	2.7	1.2	0.5
Fall 2013	100.0	43.4	56.6	35.3	63.2	20.5	2.1	0.4	9.2	0.1	3.0	1.3	0.2
Fall 2014	100.0	43.4	56.6	41.8	56.5	24.3	2.4	0.4	11.3	0.2	3.2	1.4	0.2
Fall 2015	100.0	43.3	56.7	46.7	51.6	28.0	2.7	0.4	12.1	0.1	3.3	1.6	0.2

Campus Demographics: All Graduate Students

**Buffalo State College
Five-Year Graduate Enrollment
2011 -2015
Student Gender and Ethnicity**

Term/HDCT	TOTAL	MALE	FEMALE	MIN	W	AA	A	NA	H	PI	2+	NRA	UNKN
Fall 2011	1,657	488	1,169	243	1,228	138	27	9	44	3	22	23	163
Fall 2012	1,483	453	1,030	289	1,162	159	29	12	59	1	29	10	22
Fall 2013	1,327	400	927	238	1,032	139	16	8	59	0	16	34	23
Fall 2014	1,176	344	832	240	875	140	19	9	55	0	17	55	6
Fall 2015	1,143	330	813	230	849	128	24	8	51	1	18	60	4

Student Gender and Ethnicity Percent

Term/PRCT	TOTAL	MALE	FEMALE	MIN	W	AA	A	NA	H	PI	2+	NRA	UNKN
Fall 2011	100.0	29.5	70.5	14.7	74.1	8.3	1.6	0.5	2.7	0.2	1.3	1.4	9.8
Fall 2012	100.0	30.5	69.5	19.5	78.4	10.7	2.0	0.8	4.0	0.1	2.0	0.7	1.5
Fall 2013	100.0	30.1	69.9	17.9	77.8	10.5	1.2	0.6	4.4	0.0	1.2	2.6	1.7
Fall 2014	100.0	29.3	70.7	20.4	74.4	11.9	1.6	0.8	4.7	0.0	1.4	4.7	0.5
Fall 2015	100.0	28.9	71.1	20.1	74.3	11.2	2.1	0.7	4.5	0.1	1.6	5.2	0.3

Final draft of the 2.12.16 Senate Minutes for Senate ESP on 3.3.16.

Campus Demographics: Faculty and Staff

**Buffalo State College
Five-Year All Faculty and Staff
2011 -2015**

All Faculty and Staff Gender and Ethnicity												
Term/Headcount	TOTAL	MALE	FEMALE	MINORITY	W	AA	A	NA	H	PI	2+	NRA
Fall 2011	1,803	837	966	277	1,501	166	42	11	51	1	6	25
Fall 2012	1,868	865	1,003	278	1,565	162	48	10	50	1	7	25
Fall 2013	1,860	888	972	286	1,552	169	51	9	51	2	4	22
Fall 2014	1,868	891	977	295	1,549	167	57	9	55	1	6	24
Fall 2015	1,857	895	962	311	1,520	171	57	11	63	1	8	26

All Faculty and Staff Gender and Ethnicity Percentage												
Term/Percent	TOTAL	MALE	FEMALE	MINORITY	W	AA	A	NA	H	PI	2+	NRA
Fall 2011	100.0	46.4	53.6	15.4	83.3	9.2	2.3	0.6	2.8	0.1	0.3	1.4
Fall 2012	100.0	46.3	53.7	14.9	83.8	8.7	2.6	0.5	2.7	0.1	0.4	1.3
Fall 2013	100.0	47.7	52.3	15.4	83.4	9.1	2.7	0.5	2.7	0.1	0.2	1.2
Fall 2014	100.0	47.7	52.3	15.8	82.9	8.9	3.1	0.5	2.9	0.1	0.3	1.3
Fall 2015	100.0	48.2	51.8	16.7	81.9	9.2	3.1	0.6	3.4	0.1	0.4	1.4

Campus Demographics: Staff Employees

**Buffalo State College
Five-Year Non-Faculty Trend
2011 -2015**

All Staff Gender and Ethnicity Percentage												
Term/Headcount	TOTAL	MALE	FEMALE	MINORITY	W	AA	A	NA	H	PI	2+	NRA
Fall 2011	971	420	551	180	782	137	12	6	23	0	2	9
Fall 2012	1,012	440	572	181	822	135	13	5	24	0	4	9
Fall 2013	1,018	468	550	186	827	138	14	5	26	1	2	5
Fall 2014	1,222	579	643	224	989	142	32	6	41	0	3	9
Fall 2015	1,011	469	542	198	808	142	14	5	32	0	5	5

All Staff Gender and Ethnicity Term/Percent												
Term/Percent	TOTAL	MALE	FEMALE	MINORITY	W	AA	A	NA	H	PI	2+	NRA

Final draft of the 2.12.16 Senate Minutes for Senate ESP on 3.3.16.

Fall 2011	100.0	43.3	56.7	18.5	80.5	14.1	1.2	0.6	2.4	0.0	0.2	0.9
Fall 2012	100.0	43.5	56.5	17.9	81.2	13.3	1.3	0.5	2.4	0.0	0.4	0.9
Fall 2013	100.0	46.0	54.0	18.3	81.2	13.6	1.4	0.5	2.6	0.1	0.2	0.5
Fall 2014	100.0	47.4	52.6	18.3	80.9	11.6	2.6	0.5	3.4	0.0	0.2	0.7
Fall 2015	100.0	46.4	53.6	19.6	79.9	14.0	1.4	0.5	3.2	0.0	0.5	0.5

Campus Demographics: Tenure/Tenure Track Faculty

Buffalo State College												
Five-Year Faculty Trend, All Tenured/Tenured-Track												
2011 -2015												
Faculty Gender and Ethnicity												

Term/HDCT	TOTAL	MALE	FEMALE	MIN	W	AA	A	NA	H	PI	2+	NRA
Fall 2011	366	206	160	64	291	19	25	3	15	0	2	11
Fall 2012	372	206	166	68	292	19	28	3	17	0	1	12
Fall 2013	379	205	174	71	296	20	32	2	17	0	0	12
Fall 2014	348	190	158	68	268	18	31	2	17	0	0	12
Fall 2015	341	186	155	69	260	17	33	2	17	0	0	12

Faculty Gender and Ethnicity Percentage												
Term/Percent	TOTAL	MALE	FEMALE	MIN	W	AA	A	NA	H	PI	2+	NRA
Fall 2011	100.0	56.3	43.7	17.5	79.5	5.2	6.8	0.8	4.1	0.0	0.5	3.0
Fall 2012	100.0	55.4	44.6	18.3	78.5	5.1	7.5	0.8	4.6	0.0	0.3	3.2
Fall 2013	100.0	54.1	45.9	18.7	78.1	5.3	8.4	0.5	4.5	0.0	0.0	3.2
Fall 2014	100.0	54.6	45.4	19.5	77.0	5.2	8.9	0.6	4.9	0.0	0.0	3.4
Fall 2015	100.0	54.5	45.5	20.2	76.2	5.0	9.7	0.6	5.0	0.0	0.0	3.5

Campus Demographics: Non Tenure-Track Faculty

Buffalo State College												
Five-Year Faculty Trend, Non-Tenure Track												
2011 -2015												
Faculty Gender and Ethnicity												

Term/HDCT	TOTAL	MALE	FEMALE	MIN	W	AA	A	NA	H	PI	2+	NRA
Fall 2011	466	211	255	33	428	10	5	2	13	1	2	5
Fall 2012	484	219	265	29	451	8	7	2	9	1	2	4

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Fall 2013	463	215	248	29	429	11	5	2	8	1	2	5
Fall 2014	490	220	270	39	443	14	10	2	9	1	3	8
Fall 2015	505	240	265	44	452	12	10	4	14	1	3	9

Faculty Gender and Ethnicity Percentage

Term/Percent	TOTAL	MALE	FEMALE	MIN	W	AA	A	NA	H	PI	2+	NRA
Fall 2011	100.0	45.3	54.7	7.1	91.8	2.1	1.1	0.4	2.8	0.2	0.4	1.1
Fall 2012	100.0	45.2	54.8	6.0	93.2	1.7	1.4	0.4	1.9	0.2	0.4	0.8
Fall 2013	100.0	46.4	53.6	6.3	92.7	2.4	1.1	0.4	1.7	0.2	0.4	1.1
Fall 2014	100.0	44.9	55.1	8.0	90.4	2.9	2.0	0.4	1.8	0.2	0.6	1.6
Fall 2015	100.0	47.5	52.5	8.7	89.5	2.4	2.0	0.8	2.8	0.2	0.6	1.8

Demographics: School of Arts & Humanities – Tenure Track

School of Arts and Humanities

Five-Year Faculty Trend, All Tenured/Tenured-Track

2011 -2015

Faculty Gender and Ethnicity

Term/Headcount	TOTAL	MALE	FEMALE	MIN	W	AA	A	NA	H	PI	2+	NRA
Fall 2011	113	63	50	16	95	5	5	0	4	0	2	2
Fall 2012	113	62	51	16	95	5	6	0	4	0	1	2
Fall 2013	114	61	53	17	94	5	7	1	4	0	0	3
Fall 2014	104	54	50	18	82	6	7	1	4	0	0	4
Fall 2015	101	54	47	17	80	5	7	1	4	0	0	4

Faculty Gender and Ethnicity Percentage

Term/Percent	TOTAL	MALE	FEMALE	MIN	W	AA	A	NA	H	PI	2+	NRA
Fall 2011	100.0	55.8	44.2	14.2	84.1	4.4	4.4	0.0	3.5	0.0	1.8	1.8
Fall 2012	100.0	54.9	45.1	14.2	84.1	4.4	5.3	0.0	3.5	0.0	0.9	1.8
Fall 2013	100.0	53.5	46.5	14.9	82.5	4.4	6.1	0.9	3.5	0.0	0.0	2.6
Fall 2014	100.0	51.9	48.1	17.3	78.8	5.8	6.7	1.0	3.8	0.0	0.0	3.8
Fall 2015	100.0	53.5	46.5	16.8	79.2	5.0	6.9	1.0	4.0	0.0	0.0	4.0

Demographics: School of Arts and Humanities – Non-Tenure

School of Arts and Humanities

Final draft of the 2.12.16 Senate Minutes for Senate ESP on 3.3.16.

**Five-Year Faculty Trend, All Not on Tenure Track
2011 -2015**

Faculty Gender and Ethnicity

Term/Headcount	TOTAL	MALE	FEMALE	MIN	W	AA	A	NA	H	PI	2+	NRA
Fall 2011	143	71	72	6	135	2	1	0	1	1	1	2
Fall 2012	151	72	79	6	143	1	1	0	2	1	1	2
Fall 2013	144	72	72	7	135	1	1	0	3	1	1	2
Fall 2014	144	69	75	10	132	2	2	0	3	1	2	2
Fall 2015	147	69	78	12	132	1	3	1	4	1	2	3

Faculty Gender and Ethnicity Percentage

Term/Percent	TOTAL	MALE	FEMALE	MIN	W	AA	A	NA	H	PI	2+	NRA
Fall 2011	100.0	49.7	50.3	4.2	94.4	1.4	0.7	0.0	0.7	0.7	0.7	1.4
Fall 2012	100.0	47.7	52.3	4.0	94.7	0.7	0.7	0.0	1.3	0.7	0.7	1.3
Fall 2013	100.0	50.0	50.0	4.9	93.8	0.7	0.7	0.0	2.1	0.7	0.7	1.4
Fall 2014	100.0	47.9	52.1	6.9	91.7	1.4	1.4	0.0	2.1	0.7	1.4	1.4
Fall 2015	100.0	46.9	53.1	8.2	89.8	0.7	2.0	0.7	2.7	0.7	1.4	2.0

Demographics: School of Education – Tenure Track

School of Education

**Five-Year Faculty Trend, All Tenured/Tenured-Track
2011 -2015**

Faculty Gender and Ethnicity

Term/HDCT	TOTAL	MALE	FEMALE	MIN	W	AA	A	NA	H	PI	2+	NRA
Fall 2011	37	14	23	9	27	4	0	2	3	0	0	1
Fall 2012	40	13	27	9	30	4	0	2	3	0	0	1
Fall 2013	42	14	28	7	34	4	0	0	3	0	0	1
Fall 2014	42	14	28	6	35	3	0	0	3	0	0	1
Fall 2015	42	15	27	6	35	3	0	0	3	0	0	1

Faculty Gender and Ethnicity Percentage

Term/Percent	TOTAL	MALE	FEMALE	MIN	W	AA	A	NA	H	PI	2+	NRA
Fall 2011	100.0	37.8	62.2	24.3	73.0	10.8	0.0	5.4	8.1	0.0	0.0	2.7
Fall 2012	100.0	32.5	67.5	22.5	75.0	10.0	0.0	5.0	7.5	0.0	0.0	2.5
Fall 2013	100.0	33.3	66.7	16.7	81.0	9.5	0.0	0.0	7.1	0.0	0.0	2.4

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Fall 2014	100.0	33.3	66.7	14.3	83.3	7.1	0.0	0.0	7.1	0.0	0.0	2.4
Fall 2015	100.0	35.7	64.3	14.3	83.3	7.1	0.0	0.0	7.1	0.0	0.0	2.4

Demographics: School of Education – Non Tenure Track

School of Education

Five-Year Faculty Trend, Non-Tenure Track

2011 -2015

Faculty Gender and Ethnicity

Term/HDCT	TOTAL	MALE	FEMALE	MIN	W	AA	A	NA	H	PI	2+	NRA
Fall 2011	85	23	62	5	79	1	0	1	3	0	0	1
Fall 2012	78	24	54	3	75	1	0	1	1	0	0	0
Fall 2013	72	20	52	4	68	2	0	1	1	0	0	0
Fall 2014	55	13	42	3	52	1	0	1	1	0	0	0
Fall 2015	56	19	37	3	53	1	0	1	1	0	0	0

Faculty Gender and Ethnicity Percentage

Term/PRCT	TOTAL	MALE	FEMALE	MIN	W	AA	A	NA	H	PI	2+	NRA
Fall 2011	100.0	27.1	72.9	5.9	92.9	1.2	0.0	1.2	3.5	0.0	0.0	1.2
Fall 2012	100.0	30.8	69.2	3.8	96.2	1.3	0.0	1.3	1.3	0.0	0.0	0.0
Fall 2013	100.0	27.8	72.2	5.6	94.4	2.8	0.0	1.4	1.4	0.0	0.0	0.0
Fall 2014	100.0	23.6	76.4	5.5	94.5	1.8	0.0	1.8	1.8	0.0	0.0	0.0
Fall 2015	100.0	33.9	66.1	5.4	94.6	1.8	0.0	1.8	1.8	0.0	0.0	0.0

Demographics: Natural and Social Sciences – Tenure Track

School of Natural and Social Sciences

Five-Year Faculty Trend, All Tenured/Tenured-Track

2011 -2015

Faculty Gender and Ethnicity

Term/Headcount	TOTAL	MALE	FEMALE	MIN	W	AA	A	NA	H	PI	2+	NRA
Fall 2011	130	84	46	22	104	5	11	0	6	0	0	4
Fall 2012	134	86	48	25	105	5	12	0	8	0	0	4
Fall 2013	135	85	50	25	107	5	13	0	7	0	0	3
Fall 2014	121	78	43	21	96	4	11	0	6	0	0	4
Fall 2015	125	78	47	24	97	5	14	0	5	0	0	4

Faculty Gender and Ethnicity

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Term/Percent	TOTAL	MALE	FEMALE	MIN	W	AA	A	NA	H	PI	2+	NRA
Fall 2011	100.0	64.6	35.4	16.9	80.0	3.8	8.5	0.0	4.6	0.0	0.0	3.1
Fall 2012	100.0	64.2	35.8	18.7	78.4	3.7	9.0	0.0	6.0	0.0	0.0	3.0
Fall 2013	100.0	63.0	37.0	18.5	79.3	3.7	9.6	0.0	5.2	0.0	0.0	2.2
Fall 2014	100.0	64.5	35.5	17.4	79.3	3.3	9.1	0.0	5.0	0.0	0.0	3.3
Fall 2015	100.0	62.4	37.6	19.2	77.6	4.0	11.2	0.0	4.0	0.0	0.0	3.2

Demographics: School of Natural & Social Sciences – Non-Tenure Track

School of Natural and Social Sciences

Five-Year Faculty Trend, All Non-Tenure Track

2011 -2015

Faculty Gender and Ethnicity

Term/Headcount	TOTAL	MALE	FEMALE	MIN	W	AA	A	NA	H	PI	2+	NRA
Fall 2011	97	55	42	6	89	2	1	0	3	0	0	2
Fall 2012	109	67	42	4	104	0	2	0	2	0	0	1
Fall 2013	120	51	69	6	112	2	2	0	2	0	0	2
Fall 2014	131	75	56	8	119	2	3	0	3	0	0	4
Fall 2015	134	77	57	11	121	2	4	0	5	0	0	2

Faculty Gender and Ethnicity Percentage

Term/Percent	TOTAL	MALE	FEMALE	MIN	W	AA	A	NA	H	PI	2+	NRA
Fall 2011	100.0	56.7	43.3	6.2	91.8	2.1	1.0	0.0	3.1	0.0	0.0	2.1
Fall 2012	100.0	61.5	38.5	3.7	95.4	0.0	1.8	0.0	1.8	0.0	0.0	0.9
Fall 2013	100.0	42.5	57.5	5.0	93.3	1.7	1.7	0.0	1.7	0.0	0.0	1.7
Fall 2014	100.0	57.3	42.7	6.1	90.8	1.5	2.3	0.0	2.3	0.0	0.0	3.1
Fall 2015	100.0	57.5	42.5	8.2	90.3	1.5	3.0	0.0	3.7	0.0	0.0	1.5

Demographics: School of Professions – Tenure Track

School of The Professions

Five-Year Faculty Trend, All Tenured/Tenured-Track

2011 -2015

Faculty Gender and Ethnicity

Term/Headcount	TOTAL	MALE	FEMALE	MIN	W	AA	A	NA	H	PI	2+	NRA
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Fall 2011	80	44	36	17	59	5	9	1	2	0	0	4
Fall 2012	81	44	37	18	58	5	10	1	2	0	0	5
Fall 2013	82	39	43	21	56	5	12	1	3	0	0	5
Fall 2014	75	34	41	22	50	4	13	1	4	0	0	3
Fall 2015	69	37	32	21	45	3	12	1	5	0	0	3

Faculty Gender and Ethnicity Percentage

Term/Percent	TOTAL	MALE	FEMALE	MIN	W	AA	A	NA	H	PI	2+	NRA
Fall 2011	100.0	55.0	45.0	21.3	73.8	6.3	11.3	1.3	2.5	0.0	0.0	5.0
Fall 2012	100.0	54.3	45.7	22.2	71.6	6.2	12.3	1.2	2.5	0.0	0.0	6.2
Fall 2013	100.0	47.6	52.4	25.6	68.3	6.1	14.6	1.2	3.7	0.0	0.0	6.1
Fall 2014	100.0	45.3	54.7	29.3	66.7	5.3	17.3	1.3	5.3	0.0	0.0	4.0
Fall 2015	100.0	53.6	46.4	30.4	65.2	4.3	17.4	1.4	7.2	0.0	0.0	4.3

Demographics: School of Professions- Non Tenure Track

School of The Professions

Five-Year Faculty Trend, Non-Tenure Track

2011 -2015

Faculty Gender and Ethnicity

Term/Headcount	TOTAL	MALE	FEMALE	MIN	W	AA	A	NA	H	PI	2+	NRA
Fall 2011	91	41	50	11	80	3	3	0	4	0	1	0
Fall 2012	104	44	60	13	91	5	3	0	4	0	1	0
Fall 2013	87	43	44	9	77	4	2	0	2	0	1	1
Fall 2014	102	48	54	14	87	7	4	0	2	0	1	1
Fall 2015	107	55	52	8	96	5	1	0	2	0	0	3

Faculty Gender and Ethnicity Percentage

Term/Percent	TOTAL	MALE	FEMALE	MIN	W	AA	A	NA	H	PI	2+	NRA
Fall 2011	100	45	55	12	88	3	3	0	4	0	1	0
Fall 2012	100	42	58	13	88	5	3	0	4	0	1	0
Fall 2013	100	49	51	10	89	5	2	0	2	0	1	1
Fall 2014	100	47	53	14	85	7	4	0	2	0	1	1
Fall 2015	100	51	49	7	90	5	1	0	2	0	0	3

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Areas Without Women Representation:

There are none.

Areas Without Ethnic Minority Representation (number in parentheses are current staff numbers)

Adult Education (6)
Career Development Ctr (11)
Center for Health and Social Research (6)
College Relations (14)
Dean, School of Professions (5)
Earth Sciences and Science Education (20)
Environmental Health and Safety Office (5)
Events Management Office (6)
Facilities Planning (10)
Health and Wellness (9)
Instructional Resources (16)
Procurement Services (6)
VP, Academic Affairs Office (5)
Writing Program (22)

Areas of Underutilization

The following Job Groups have placement goals:

- | | |
|----------------------------------|-----------------------------------|
| • Executives | Female Placement Goal |
| • Professor | Female Placement Goal |
| • Associate Professor | Female & Minority Placement Goals |
| • Lecturer/Adjunct | Minority Placement Goal |
| • Advisor/Counselor Professional | Female Placement Goal |
| • Librarian | Female Placement Goal |
| • Clerical | Minority Placement Goal |
| • Maintenance | Female Placement Goal |
| • Services (University Police) | Female & Minority Placement Goals |

Observations

Successes:

- Diversity among students steadily increasing among AA, A, H, groups with primary growth attributed to Asian population
- Male/Female employee and student ratio remains flat
- Expanded student recruitment area to include Westchester County
- Created pool-postings for adjuncts/lecturers
- Compact for Diversity Faculty Recruitment
- Expanded partnerships with diverse on-line recruitment venues
- SUNY Diversity Faculty Initiative (6 awards to date)

Areas For Development:

- Increase number of tenure-track lines
- Historically ethnic minority growth numbers are flat/stagnant
- Deans to create partnerships with doctoral HBCU's to create pipeline
- Provost Diversity Fellows Program
- Some job groups will continue to have goals as the minority representation in the applicant pool is low

Dr. Clinton-Jones: I will also go over some of the questions I received:

- Q: "Can demographics related to special programs, such as athletics, study abroad, be provided?"
- A: The answer is yes, but that will come later.
- Q: "Can professional staff be broken down by representation in permanent vs non- permanent?"

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- A: Yes that can be done, and will be done.
- Q: "Can tenure track members be broken down by rank?"
- A: I do have those numbers:
-

For professors: Total:100 – Men:71 – Women:29 - White:85 – Black:6 - Asian:7 – Native American:1 – Hispanic:1

For associate professors: Total:187 – Men:100 – Women:87 – White:156 – Black:7 – Asian:12 – Native American:1 – Hispanic:11

For assistant professors: Total:81 – Men:29 – Women:52 – White:54 – Black:6 – Asian:17 Hispanic:4

For all lecturers: Total:445 – Men:206 – Women:239 – White:411 – Black:12 – Asian:10 – Native American:1 – Hispanic: 8 – Multiple races:2

Senator Brickhouse: I had a question pertaining to students. Are there any initiatives in place to reach out to Native American students aimed to increase enrollment?

Vice President Payne: Yes, in fact this was of particular interest of the Student Affairs Committee of the College Counsel. We have established through both admissions and enrollment management, special initiatives to increase enrollment of Native American students. As you know, we have suffered from the loss of a staff line which was focused on the Native American population. It has always been a challenging area due to issues relating to declarations of citizenship which are sometimes a problem. We are working with the community, and I do want to thank James Brandis and Michael Martin for their efforts in this area.

Senator Floss: Have you looked at the recent numbers for the rest of SUNY? Although, as abysmal as our numbers are, it can be even more concerning when looking at SUNY as a whole. For example, 75% of all African American Women work at downstate Medical Center. Buffalo State and Brockport are the only campuses which get more than 2% of any minority. The other issue that becomes important is the trend of minority employment as we hire more adjuncts, because the reality is that by hiring people only from our communities and not doing national searches, we are really doing a disservice.

Dr. Clinton-Jones: I have not looked into the demographics of other institutions. When I think about our affirmative action plan, we are reflecting on where we are situated, our recruitment areas, and the census data. So when we start comparing with western New York, our numbers will not reflect well, that I do know.

Senator Stewart: As I look at the numbers for undergraduate students, I see the increase in the number of African American students. As a black faculty member, I am concerned about that. I talk to my students about race relations on the first day of class. I tell my students that I am pro-black, which does not mean I am anti-white. So looking at these numbers, over the past 4 years the number of African American students has continued to increase. But, when looking at the numbers for faculty representation has varied less than 1 percent. There is something to be said about role models, and students seeing faculty that look like them. Considering African American students are almost ¼ of the student population. Something is remiss if we don't understand the implications of all these black students coming to campus and not hiring more black faculty. And to the point of certain departments not having any minority representation; first of all, it is criminal. What kind of incentives can the college give some of these departments to hire more minorities? For example, if I am going to the Career Development Center for help to create a resume, or find a job when I graduate, I would feel more comfortable talking to someone who looks like me. So my question is, is there something systemic or institutional that precludes these departments from hiring people who don't necessarily look like them?

Dr. Clinton-Jones: As it relates to our faculty numbers, we have not had opportunity in the past few years to do any hiring. With that said, if there is no representation in the applicant pool, there will not be a change in

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numbers. What we have done to address that is continue to participate in the compact for faculty diversity hire. We also make certain to advertise in diverse electronic mediums. It would be great if we could see an immediate turn around. However, even when I look at some of the applicant pools, it is disheartening to see the lack of representation. There are certain areas where I know the representation will be minimal. But for areas such as Psychology, Sociology, History and Education, I expect to see representation. So more recently, I have been having conversations with the provost to say that we cannot add new faculty without minority representation. I want to qualify that by saying that minority does not equate with less than qualified. What we intend to do is find people who meet the qualifications, we would like to bring them in for an interview. But without African American representation in the applicant pool, my hands are tied. I would also state that my colleges have been deliberate in holding associate VP's accountable for bringing minority applicants in for an interview.

Senator Stewart: You mentioned using historically black colleges as a resource. I am a graduate of Howard University, I was hired in the fall of 1990, at the same time another African American faculty member from Howard was hired. Then the sociology department hired Dr. Wall. So I think it begins with chair personnel and their views about who should be hired. If they show leadership in recruiting of diversity, then everyone else will fall behind them.

Dr. Clinton-Jones: I would agree, and I would add that the Deans are committed to that as well.

Senator McMillan: We were just alerted last week, that we got a hire. We attended one of these historically black campuses recruitment sessions. My question is how do we get back to that pool? When we were there, we did not have this line, and were not ready to recruit. Now we have this line, and are very concerned, and would like to recruit that way. Another part which was a concern, was that we have preference for graduates who have had a post-doctoral experience. This was a recruitment session for students who had just graduated. So how do we resolve these issues?

Dr. Clinton Jones: I think we also need to examine if a post-doctoral is necessary. So sometimes we create these artificial barriers. We have moved away from requiring 3 years of experience, because there is no research indicating that requirement leads to success.

Provost Perreault: To address the Chair's question; when talking with deans, I have stressed being creative with our hiring process. If we can create some opportunity hires for qualified candidates, let's bring them in as a full time non-tenure track faculty member. And if we hire someone who is just out of school, they're going to need some publications, so we can give them a reduced teaching load. So there are creative things we can do to address that.

This concludes the President's Report.

REMARKS OF THE CHAIR

Senator McMillan: On February 12th 1809 two important people were born; Charles Darwin and Abraham Lincoln. Darwin being important to me as an evolutionary biologist; as part of a tradition started at the University of Kansas by a professor that celebrated these two men every February 12th, I have brought in cupcakes to celebrate these two great men. Enjoy.

COMMITTEE REPORTS

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

- Presented update on the Strategic Plan process.

Senator Grinnell: As you know, In addition to the normal business of the Academic Plan Committee--for the duration of the year we will use the APC report to update the Senate on the Strategic Planning process.

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At this time, nearly all of the focus group fora have been held, and the results are posted or in the process of being posted on the Academic Affairs Strategic Planning webpage.

There is one more opportunity to participate: There will be an all-campus open forum on Tuesday, February 18th in Bulger East during Bengal Pause

At the most recent meeting of the CPC (February 5th), committee members were assigned five research tasks to help us prepare for the drafting of the plan itself:

1. Brief history of BSC
2. Demographic outlook for WNY and NY
3. Review of previous SP
4. Review of SUNY strategic goals
5. Collection of peer institution Strategic Plans

The CPC will meet again on Feb 23rd to discuss the results of those tasks.

As always, if you have particular concerns you are welcome to bring them to **Senator McMillan** or to me.

I will provide additional updates at future senate meetings.

There was no further discussion.

By-Laws and Elections Committee (BL&E)- Senator Kevin Williams, Chair

Upcoming elections. Two seats in A&H, two seats in SOE, two seats SNSS, two seats in SOP, two At-Large Senators, two professional staff. One UFS Senator and Alt UFS. We will be contacting the deans to arrange their elections. April 18th -29th At-Large elections will take place online. There will be an announcement in the Daily.

Instruction and Research (I&R) Committee, Scott Goodman, Chair

Senator Goodman: In response to the 2010 I&R Senate resolution on 'Graduate Thesis/Project Continuation Credit Policy, faculty will now be compensated \$600.00, (upon completion of thesis) for their expertise and efforts in supervising graduate capstone requirements. No compensation was available prior to this resolution, which was approved by then **Interim President Ponton**, on May 20th 2010. Please thank **Provost Perreault** for fulfilling and implementing this compensation.

Interdisciplinary Units (IU) DOPS Policy motion for vote-(See Appendix A for motion)

Senator Goodman: This has been revised since December, when it was brought to the Senate for discussion. It has been modified in several places.

New version has specified five faculty associates and staff as part of an IU.

The IU must have a by-laws and rules for running. Under faculty and staff associates a very long section that had a list of jobs for faculty to do, now it is saying, they must follow by-laws. One issues that came up, compensation for a coordinator of an IU. Prior policy required release time for coordinators, and we talked about this and now the changed the language to 'the coordinator will be eligible' for compensation.

Senator McMillan: This motion was brought up in November and several substantial changes have been made based on that discussion. There are two ways to deal with this; 1. Vote on the motion after some discussion, 2. Table the motion to have more discussion and vote at later date. If we have not resolved this by the end of our discussion we can table this and send this back to I&R. **Senator Reid** stated that a motion is on the floor for discussion.

Senator McMillan: We will move forward with discussion. Discussion?

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Senator Floss: How does this impact IU programs that are already in existence? Particularly with respect to people who have for a long time received release time, or that don't have by-laws as yet?

Senator Goodman: There are two IU's on campus. The IU coordinators currently get release time. Impact is it would not be automatic; we would have to ask. I don't see big impacts on the current IU's the way I understand how they operate; they may have to write some by-laws.

Senator Wall: You state (in the second bullet) that faculty connected with the Units, should consist of a minimum of five faculty associates. Does that mean there has to be five departments that are represented, or could there be four in one department and one in another dept.?

Senator Goodman: In order to form an IU, and start to create curriculum, they would need a minimum number of faculty to do the work. There could be five out of one department, but that would seem to defeat the purpose of creating an IU in the first place. There could be faculty from any number of departments involved.

Senator Sherman: By using the term associate, beside an associate professor participating, can an assistant professor participate?

Senator Goodman: There is no reason why assistant professors cannot participate with this policy and would contribute to their tenure. They can with the blessing of their department and the committee.

Senator Bewlay: Is this something that the college promotes, and how is this related to the SUNY certificate program? They have a disciplinary nature to it.

Senator Goodman: Unsure of the promotion. There are only two IU's that fall under this category. They have been around for many years.

Senator Bewlay: What are they?

Senator Goodman: Women and Gender Studies, and African American Studies.

Senator Bewlay: Are they being successful; are we promoting this?

Senator Goodman: The policy was re-written in order to perhaps to make it easier to start an IU. The old policy required that it had to come out of a dept. The revised policy will allow it to be done outside of a dept. structure.

Senator Bewlay: Is this helping with retention, recruitment, education, or curriculum design?

Senator Goodman: Yes. IU's would be offering or developing a curriculum that would be attractive to students. So when you talk about certificate programs, this might fit or it won't.

Senator Bewlay: Don't you want to hire someone to do this that wants to do this voluntarily?

Senator Goodman: Yes. This policy would allow an IU to form prior to having any students or a program. It may be premature to start getting release time, and this is up to the Dean who the IU is assigned to.

Senator Hunt: I just finished a six year term as the coordinator for Women and Gender Studies IU. This is a large very active IU. Over the years we have had upwards of up to 50 majors and one of the responsibilities of the IUC is to advise all those students. We have regular student programming such as; a student book club. Our W&GS class is filled to capacity, we also bring in guest speakers; i.e., Brittany Cooper-commentator on current women and gender studies. This is very valuable work, and this IU on campus diversity in terms of

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gender and sexuality as our primary goals. African American Studies IU is the only IU on campus that deals with race as its primary goals. As part of our mission these IU's are incredibly important. During the time I was an IUC, I had one course release, all but one semester. I spent more time running W&GS IU than I would have if I taught the class. Actually even with the compensation, the work it took to keep W&GS going took more than the worth of compensation. One semester our dean who was very supportive of us was unable offer a course release, and we had to stop some things, as I couldn't physically keep everything going with all practicality. I am concerned with the wording for the IU being 'eligible' for compensation. I am sympathetic that there may be a new IU just getting off their feet, and maybe needs time to establish itself. I do think there needs to be some guidelines to show that a certain level of activity is expected that the college is going to support the coordinators, otherwise we are going to start new IU's and they are doomed to fail because their compensation is not guaranteed. We value this work, we value the population they serve. We have to say they are more than just 'eligible' for compensation. Particularly in the context that we just learned that we are going to compensating advisors for Thesis, a course release should be guaranteed for active IU's.

Senator Goodman: The level of work you described would deserve course release, and I believe that would be valued by the whole institution. I understand the concern that it is not automatic. But I don't see where we know that has happened. If it did happen and the coordinators of the two IU's stop receiving course release; then I am sure I&R would take another look at this. This is to try and start to help change the rules under which IU's can form and not to be a negative between the two IUs that already exist on campus.

Senator Hunt: Do you see a risk of that happening before we change the language?

Senator Goodman: Yes. But we are worrying about something that hasn't happened yet. There is a possibility. If you truly do what you say; why would anyone do that without a course release? The Dean would want to; you are suggesting that the campus would not want to support this.

Senator Knowles: I would like to thank I&R for making the changes to this policy already, based on some of the requests made by the IU for Women & Gender Studies. Currently I am the coordinator of the Women & Gender Studies IU. This is my second semester as coordinator of this unit. At the beginning of this semester my Dean of A&H wanted to know from my Chair why I was getting a course release. He wants to know where it states that you get a course release. I was able to say it is in DOPS, but next semester I will not be able to say that it is written somewhere; but sit down and make an impassioned argument about the amount of work I do. We are removing something that already exists as compensation for work that is done by faculty. Not sure that we should be doing this. It is a faculty privilege to receive compensation for this, I would not be able to do this work if it weren't for the course release, and thus I agree with **Senator Hunt's** comments.

Senator McMillan: We are discussing the motion on the floor to accept or not accept so there is room to make an amendment to the current motion, we can make a motion to amend this motion. Motion to amend?

Senator Knowles: Not sure how to amend. My Dean in A&H wants to know why he is giving a course release for something that is a complication there.

Senator McMillan: If you are not comfortable with this then you can make a motion to table it. We can also have further discussion and get other ideas out before we actually table it.

Senator Stewart: The Women & Gender Studies Office is across the hall from my office, I see my two colleagues working hard working diligently advising students and all. I think the idea of these two IU's is what this college is all about, the idea of diversity. We talk so much about diversity; at Buffalo State diversity has different dimensions. When you look at the places where there is an absence of minority representation to me that is like embracing diversity and inclusion. I think we should support them 100%.

Senator McMillan: Absolutely agree. We need a motion to amend.

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Senator Stewart motion to amend.

Senator McMillan: Now we need the language for the amendment. Hearing no language **Senator Stewart** changed his motion from *amending* to *tabling* the motion. **Senator Floss** seconds the motion to table.

Senator McMillan: All in favor of tabling this motion? The Senate unanimously voted in favor of tabling the motion on Interdisciplinary Units until the March Senate meeting. What would be useful and it would have to come from the body since this has been tabled, is an amendment that we can vote on at the March Senate meeting. We need something to work with. The old policy was not functional. This is a more functional policy, but may not have all you need.

Senator Knowles: Procedurally can I propose an amendment? Can the amendment come from **Senator Stewart** and myself or others?

Senator McMillan: Yes an amendment can happen collaboratively; I recommend it. We can entertain any amendment, and vote on any of them. This is a tabled motion and we would like to bring this back for a vote. The next thing that has to happen is a motion to amend. Please send me the language ahead of time, which would solve some problems.

Senator Miller: What was that they came up with the big ideas that were being obstructed with the old one; trying to compensate for, because it seems there is a compensation trying to go on but it might be for more than what the compensation that was being addressed? I don't know and I don't remember the original one, and you said there was a problem with the old one.

Senator McMillan: Compensation in terms of money, or compensation of the difference?

Senator Miller: Yes with difference.

Senator Goodman: The main difference/problem that was identified with the old policy by I&R was, that the IU had to evolve from a department. If the department didn't want it, there is no way to start an IU as faculty members in a department that did not want it. This allows faculty to come together outside of the department structure. Even though departments still have power, they do decide your course load and what courses you will teach. Most classes in an IU might be cross listed with the department, but they don't have to be. This is a slight variation on how you go about starting an IU.

Senator Miller: Was there one or two with a problem starting up?

Senator Goodman: I do not know the specifics, but yes there may have been within the last two years.

Senator Maldonado: It seems as if there are two issues the amendment has to address. First, **Senator Goodman** said there was concern about the moment at which the compensation would be warranted based on the IU's functionality at the time.

Senator McMillan: I would recommend that this be considered as an amendment, but I cannot make a decision about your amendment, **Senator Maldonado** makes a good point and those may be the discussion points about the amendment.

Senator Maldonado: Would it be too far reaching for the amendment to include compensation at the Provost's level versus the Dean level?

Provost Perreault: Probably smooth out areas regarding this.

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Senator Goodman: The next item is; the revisions to the DOPS Policy on Course Procedures and Grading. **(See Appendix B for motion)** This came to I&R from the Online Advisory Committee (OAC) last year. This is also a very old policy and the last time this was revised was in 1987.

Some important changes are:

- Under the Attendance Section now it says what constitutes attendance and what is considered active participation to accommodate online classes and better fit the law.
- Under Course Format this has expanded language to include hardware and software requirements, and methods of instruction, such as; online, hybrid, hybrid plus, and other modes of instruction on our campus. Those were not in the 1987 policy.
- The Learning Outcome Section is new and says; please specify the learning outcomes for the course as specified in the course proposal as approved by the College Senate. Added because of Middle States.
- Evaluation has been expanded how are you going to evaluate a student's performance; with up to date language.
- Other considerations; revised
- Course Syllabus-included still Appendix I to remind faculty as to what attendance is and what it is not.

Senator Reid: Curious about wording on page 1 and 2. All of the items on page 1 start with '*please*', so does that mean that it is optional? And if you do not do it, are you simply not responding to a request? And the items on page 2 '*will*' is used, which is more of a directive. Can you please clarify the difference between '*please*' and '*will*'?

Senator Goodman: This was revised from the 1987 policy and reworked.

Senator Reid: What is required of a faculty member and what might be best practice? There is a distinction.

Senator Goodman: I agree, we will remove the word '*please*' and replace it with '*will*'. These are all directives.

Senator Sherman: Is an amendment needed then?

Senator McMillan: No, this motion is for discussion, in March I will bring any changes the committee makes and the Senate will have a chance to see this a week or two before the senate meeting. When it is brought back, there can be further discussion on any revisions made.

Senator Shephard: A question to the intent of this update. After reading through this, I do include most everything according to the faculty handbook. Some things in this policy are very specific; i.e., '*tell students how you will notify them if there is a change.*' Can this be used to penalize us if we don't notify our class?

Senator McMillan: Under 'Evaluations' these are examples, they are not required; these are guidelines, and suggest ways we can address issues students might have. 'For example' vs. 'Indicate' these things. "*Regardless of the instructional method of your course (traditional, online, hybrid), consider including language that addresses evaluation components that go beyond those listed above (i.e., tests, written work). For example:*" Depending on what those things are relative to your class is what I believe that means.

Senator Shephard: Want to make sure what we are trying to accomplish. Is this more of a guideline? Or is this to lead to a specific kind of format on how we should present information to students?

Senator Goodman: This is the basic information you must provide students the first day of class. Some of these are examples/guidelines. You can't include everything in this because each class is different. The language is there to simply give guidance in how you are going to conduct a class.

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Senator McMillan: This original policy was bulky and oddly written, and has been streamlined significantly. We sent the original out (not this version) and this has been cleaned up trying to make it more inclusive to courses we now can offer now like hybrid and online, vs. The 1987 Policy. This has always been our policy, so it is just a few things that have changed to fit with the times.

This is so you can see changes, comment and give feedback ahead of time before a vote. You can contact **Senator Goodman** or myself if you have any questions on this. Is there any other discussion on this?

Senator Rosen-Brand: Under 'Other Considerations' statement number 8 I am uncomfortable with the wording in the second sentence**: *8. A statement on Students with Disabilities (e.g. If you have a disability or suspect that you have a disability that **requires any type of accommodation to fulfill the requirements of a course, please contact the Disability Services Office at 716-878-4500.)*

I would like to see the removal of the words: 'any type of' and just have it state; 'requires accommodation'.

Senator McMillan: That is a simple change. We now have vetted that policy.

Standards for Students (S4S) – Heather Maldonado, Chair

Senator Maldonado: I would first like to thank everyone who filled out the Advisement Survey. We had 28 respondents, people were pleased with the work that has been done by the committee. About 81% thought that the statements were accurate, and those who disagreed had to state what they had an issue with. Our goal was to incorporate this feedback as we moved along. We were asked to review the creation of a triple major, single degree program; which we decided is not necessary at the time. We also were asked to review the off campus study form/process. A concern was raised that the current process may not be the most efficient use of everyone's time. The committee which handles student enrollment and management highlighted to us some of the important campus processes broader than Buffalo State.

Leaves of Absence Policy- (see Appendix C for motion)

Senator Maldonado: *Both of the motions that we are going to discuss today have been sent out to the Senate as well as selective deans on campus; to get their feedback on any unintended consequences, as well as possible implementation issues. I can tell you that some of that feedback needs to go back to the committee, in order for the motions to be re-worked a bit.*

1. The Leaves of Absence Policy: The first issue addressed is that we essentially have three ways for students to do the exact same thing:

1. *They can do nothing, and be active for two years.*
2. *They can submit a leave of absence for, and be active for two years.*
3. *They can also submit a medical leave of absence for, and be active for two years.*

There are no benefits to submitting one as opposed to the other. So the committee wanted to create one way for students to take some time away from the campus. Truly, the college is not all that concerned for the type of reason that a student may need to take a leave.

The last piece is that currently undergraduate students who are currently on academic probation:

- Those who work with probationary students may know that they are often students who may need a leave of absence the most, and they are prohibited from taking a leave under the current policy.
 - For those reasons the committee has worked on creating a unified leave of absence policy for all students, both undergraduate and graduate, regardless of probationary status.
- The other change is moving the Leave of Absence from 2 years to 1 year.
 - This is to keep students connected to the campus. There are changes when students are away from campus, Gen-Ed requirements may change, and financial warnings may get ignored. Students who need additional time away may renew their leave of absence for extended time beyond 1 year.

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- I will draw your attention to the second paragraph which talks about students not getting credit for credit for classes taken elsewhere while on a leave of absence, without filling out a off campus study form first. *The reason I draw your attention is this is one of the pieces of feedback that we received from several offices. It was brought to the committee that this would create a 100% increase the number of petitions brought to the Academic Standards Office for students who had not completed the form.* We do not currently have a practice of requiring the submission of off campus study forms for students prior to taking a class elsewhere.
- We put this in place as a committee, so that students would know that if they continued studies elsewhere, and the credits not bearing the equivalency that they had wanted. It was recommended that we do not currently require an off campus study form, that we do not create that requirement. So when you see this motion again in March, that paragraph will be removed; because this is not current practice. It will be an advisement moment, if you have an advisee coming to you to talk about a Leave of Absence and that want to do to study away for some particular reason, you can talk about it.
- The other piece that the committee was not aware of was that federal aid regulations prohibit leave of absences longer than 180 *calendar* days, not academic. Our current policy allows students to be gone for 2 years, which is about 4 times longer than federal government regulations. I asked about the consequences for an institution being out of compliance, and the answer was; 'large fines'. So our proposed policy would see the one year leave of absence, because some of the other feedback we received was that students do need time away, it would be a move for us to go from two year to one year, but the one year leave would be a step in the right direction for federal compliance according to the director of Financial Aid.
- Technically speaking instead of using the word '*will be administratively withdrawn*' for Banner it would be better for processes to say; 'made inactive'. The spirit of the motion policy change does not change, but it helps in a couple of different cases for programming issues. At the graduate level it is helpful because an inactive student just needs to be reactivated rather than reapply.
Are there any questions?

Senator Floss: I am concerned about the military leave, because we are supposed to hold them harmless. Additionally, if the leave on a tour of duty, we cannot require them to fill out additional forms or we will be fined by the Department of Defense. There are a set of rules and regulations pertaining to higher education within the Department of Defense. I was wondering if you consulted them at all before addressing the leave policy.

Senator Maldonado: To my knowledge, no one at Standard for Students has spoken with the Department of Defense. I may not be understanding what exactly your concern is because at this point students in the military can use the leave of absence policy.

Senator Floss: Yes, but they can go on leave for longer than 180 days for example, without having to refile. And they cannot be required to fill out additional forms for an extended leave. They must be held harmless, is how it was put to us. There was also an issue of us not having the right to reject a course which was taken while a student was in the military.

Senator Maldonado: The committee will be glad to get back to you on that portion of the policy.

Senator McMillan: Standards for Students will bring us the actual motion in March, to be voted on in April. The next motion is continuous enrollment.

2. The Continuous Enrollment Policy-(See Appendix D for motion):

Senator Maldonado: This motion was also sent out to the same members of campus as the previous one, and has been revised, because some of the "where as" pieces were wrong. Our undergraduate body does not have a continuous enrollment policy, unless you are a probationary student. We also have inactive students,

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whom are not registered, listed on our rosters which creates course planning and advisement issues. We do have a means for students to pause their enrollment. In the “whereas” statements which addresses the readmission process - for undergraduate students, there is a free online reapplication. For graduates, they must complete an entirely new admission process. There are a couple of edits, as some of the policies referenced were no longer available online. The only other SUNY campuses which still note their continuous enrollment policies are: Oneonta, Oswego, and Purchase. And to give some data, 45% of our currently active non-registered students who transferred somewhere else, 28% of those are currently on a leave of absence, and 33% have unknown outcomes. The latter population is whom Standards for Students was considering while making this policy.

UNFINISHED BUSINESS (formerly ‘Old Business’)

There was no Unfinished Business.

NEW BUSINESS

University Faculty Senate 172nd Plenary – Stony Brook University-January 21-22, 2016

Submitted by UFS Senators; M. Scott Goodman and Joe Marren

A summary of each plenary is now published by the University Faculty Senate:

<http://system.suny.edu/media/suny/content-assets/documents/faculty-senate/plenary/stonybrookplenary.pdf>

UFS President's report – Peter Knuepfer, President University Faculty Senate

The President’s report covered a wide range of topics affecting SUNY and faculty governance:

1. *Performance Improvement Plans (PIP)*– The PIPs were submitted by the campuses in October. Staff from the SUNY Provost’s office reviewed the submissions, and all were approved by the end of 2015, in accordance with the 2015 legislative mandate. All of the campus plans are available publicly via the SUNY website:

<http://www.suny.edu/excels/performanceplans/>.

2. *SUNY Investment Fund* – SUNY announced the first phase of “winners” for the \$18 million Investment Fund, coincident with the State of the University address. Besides individual campus and collaborative awards across several campuses, the Chancellor is committed to funding 5 areas common to many proposals:

- **Early Alert Software** – expanding the use of early alert software, which notifies advisors and faculty when students are falling behind, so that interventions can be made to keep students on track for degree completion.
- **Quantway/Statway Implementation** – leveraging a recent \$1.8M grant from the Gates foundation, SUNY will invest the remaining funds necessary to make these remedial math pathways available to students across all SUNY campuses interested in participating.
- **Data Collection & Utilization** – programs to improve the collection of data by campuses throughout SUNY and to bring uniform student success analytics to scale.
- **North Country Initiatives** – programs for which SUNY campuses in the North Country region of the state will collaborate to build stronger connections with the local community.
- **Smart Track Re-Enroll to Complete** – more than 25 SUNY campuses will collaborate to proactively engage with students who have withdrawn and encourage them to return and finish their degree

3. *Executive Budget Proposal* – The Executive Budget seems a more positive starting point than in past years. The Governor continued funding for the Investment and Performance Fund at \$18.0M and maintained funding levels for programs such as the Educational Opportunity Program (EOP), and the Educational Opportunity Centers (EOC)/ATTAIN. In addition, new programmatic funding has been provided for a Clean Energy Workforce Opportunity Program (\$15.0M total, \$10.0M State-operated / \$5.0M community colleges). Finally, 2011’s NY-SUNY 2020 Maintenance of Effort (MOE) and Predictable Tuition Plan has been extended, which would provide for continued resident undergraduate tuition rate increases (subject to certain conditions. There is a lot of work to do in order to embed a *true* MOE into the budget for this year and into the future.)

4. *Applied Learning* – Communication went out to campuses from the Provost with final guidance for criteria to be used in determining whether or not existing and future applied learning activities are “approved”, along with a template to complete a compilation of current approved activities (due February 15). Further guidance will be sent to campuses to assist in the preparation of additional parts of the plan due this academic year. These initial campus plans are due to System Administration by April 15 to be incorporated into a Systemwide Applied Learning Plan, which will be presented to the Board of Trustees in May to fulfill the 2015

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legislative mandate.

5. *Governor Cuomo actions on SUNY* – Governor Cuomo vetoed the Maintenance of Effort bill. The Governor finally signed the bill that provides the same retirement benefits to SUNY police as to other State police. He also announced that SUNY employees will see their minimum wage rise to \$15/hr by 2021. The Board of Trustees passed a resolution formalizing this for all non-unionized SUNY employees. SUNY estimates this will affect 30,500 employees, most of whom (95.5%) are work-study or other student assistant workers. The total incremental cost would be \$29.5 million annually by the time it is fully implemented, *assuming no cut in hours*. The original announcement made it clear that this would be absorbed in the SUNY budget.

Budget Report–Peter Knuepfer (for Eileen McLaughlin, Senior Vice Chancellor)

Details on the Governor’s proposed budget were presented and discussed.

[http://system.suny.edu/media/suny/content-assets/documents/faculty-senate/plenary/172-McLoughlin-Jan--2016-](http://system.suny.edu/media/suny/content-assets/documents/faculty-senate/plenary/172-McLoughlin-Jan--2016-Faculty-Senate-Winter-Plenary.pdf)

[Faculty-Senate-Winter-Plenary.pdf](http://system.suny.edu/media/suny/content-assets/documents/faculty-senate/plenary/172-McLoughlin-Jan--2016-Faculty-Senate-Winter-Plenary.pdf)

H. Carl McCall–Chairman, SUNY Board of Trustees

The Chairman of the BOT gave a speech providing his perspective on three issues facing SUNY

- 1) SUNY was founded to be an open, inclusive institution. SUNY has a new system-wide diversity plan.
- 2) SUNY cannot continue to grow based almost entirely on tuition increases. McCall is reluctant to continue to increase tuition without the State providing more funds. The students have already done their part.
- 3) SUNY is engaged in a continual effort to promote shared governance and make it work.

The BOT Chairman then answered questions about fee increases (he’s concerned), the lack of attention to the Comprehensive Colleges (he was unaware of the issue), support for hospitals (he said experts from outside the BOT are needed going forward), and budget (concern about CUNY cuts and the impact on the SUNY budget).

High Impact Practices and Applied Learning

A team of scholars and administrators gave short presentations and led discussions on high-impact practices, such as applied learning. Individual presentations: <http://www.system.suny.edu/facultysenate/plenary-meetings/#w16>

Chancellor’s Office Report – Nancy Zimpher, SUNY Chancellor

The Chancellor (via video conference) answered questions from the sectors.

Some important topics in the Q&A session were (paraphrased):

Q: Concern over the lack of consultation with governance when developing PIP targets.

A: The Chancellor suggested that a “minority report” describing the process from a faculty governance perspective might be a good idea in the future.

Q: The comprehensive sector is experiencing a drop in enrollment. Is SUNY considering a system-wide rational, strategic enrollment plan that would reduce inter-sector and intra-sector competition?

A: We need a system-wide plan; it is a good idea. Enrollment is a strategic opportunity, so we are turning our attention to this idea. SUNY should be less competitive between campuses, more stable, and more diverse.

Q: Enrollment and support are naturally going to decline with declining teacher education enrollments. How will SUNY support teacher education programs so that the programs can maintain excellence?

A: We have tried to say that teacher education is an across-the-board effort. Education schools need to work more closely with schools of arts and sciences. The colleges need to pay more attention to market analysis—we overproduce teachers in some areas and under-produce in others.

Q: We have heard much about certificates, badges and layered credentialing. What do you see as the role of the comprehensive colleges in this discussion?

A: There is a task force now exploring what “unbundling a degree” means; is it based on time? competencies? Then you should work with community colleges and Empire State College to figure out the implications.

Q: We understand the Governor has proposed \$15 M to use in the development of the Clean Energy Workforce Improvement program. How will the \$10 M targeted for the state operated colleges be distributed to the campuses?

A: We have not been mandated on how to distribute those funds. We are imagining a competitive process, similar to the SUNY Investment Fund distribution process.

Provost’s Report – Alex Cartwright, SUNY Provost and Executive Vice Chancellor

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The Provost (via video conference) discussed several issues with the Senate:

- SUNY Excels. He provided statistics comparing the established goals with national averages.
- Reaching 150,000 completions by 2025/26 is a high priority goal for SUNY.
- The Provost discussed “microcredentials” and answered related questions.
- Open SUNY 2.0 (Optimized, Personalized, Education Network). Is it possible for a student to attain a degree by taking classes at several different campuses (possible a mix of online, hybrid, and traditional)?

Resolutions

1. SUNY Wide Implementation of Preferred Name and Gender Identity Applications on Registration, Email, ID cards, and other Identification Systems (passed)

Preferred names and gender identities to be used on campus, legal names used for other business.

2. SUNY Wide Implementation of Gender Inclusive Spaces (passed)

Urges the Chancellor, Campus Presidents, and others to create gender inclusive spaces on all campuses and at System Administration where there are currently only male and female designated spaces.

3. Service Learning (Undergraduate Academic Programs and Policies Committee Report)

Adopted the report entitled “Service- Learning in SUNY: Current Status and Strategies for Implementation.

Another New Business Item-Academic Freedom-postponed until the March Senate meeting

CONSTITUENT QUESTIONS (CQ’s)

Vice President LeVine addressed the traffic/intersection question at Elmwood and Iroquois Dr. during the President’s Report.

There were no other CQ’s.

Adjournment: 5:00 pm

APPENDICES

Appendix A

Interdisciplinary Units motion-submitted by Instruction & Research Committee-Scott Goodman, Committee Chair

The Instruction and Research Committee of the Buffalo State College Senate moves that the following replacement for DOPS III:03:00 be adopted: ** the current policy is attached as Appendix 1*

BUFFALO STATE COLLEGE

DIRECTORY OF POLICY STATEMENTS

Policy Number: III:03:00 Date: February 2016

Subject: Interdisciplinary Units

Definitions of an Interdisciplinary Unit

- An Interdisciplinary Unit is a group of self-selected faculty and staff members who come together by virtue of their interests and expertise to develop academic programs and/or curriculum.
- Interdisciplinary Units are sponsored or co-sponsored by deans of the college and are formed at the request of faculty members seeking to expand programs into areas not offered by or not appropriate for current departments.
- Faculty connected to an Interdisciplinary Unit will be called Faculty Associates.
- An Interdisciplinary Unit will consist of a minimum of five Faculty Associates.
- The Faculty Associate who manages the Interdisciplinary Unit will be called the Coordinator.
- Staff connected to an Interdisciplinary Unit will be called Staff Associates.

Governance

- The College Senate will be consulted prior to formation of an Interdisciplinary Unit.
- Interdisciplinary Units will be approved by all of the academic deans and the provost.
- Interdisciplinary Units will report to a dean to be determined by the provost.
- Interdisciplinary Units will establish and be governed by self-generated by-laws, which shall be kept on file by the designated Dean’s Office
- Interdisciplinary Units will have a coordinator.
- Faculty Associates will have the authority to create curriculum and academic programs.
- An Interdisciplinary Unit will be the body of record for submission of curriculum for approval by faculty governance bodies.
- Interdisciplinary Units will seek cross-fertilization among existing departments and cross-list courses whenever appropriate.
- Faculty and Staff Associates Commensurate with their departmental, unit, or staff contracts and MOUs, the duties and responsibilities of Faculty and Staff Associates will be delineated within the By-laws of the Interdisciplinary Unit.

Coordinator

The coordinator of an interdisciplinary unit will:

- Be a full time, tenure-track assistant, associate or full professor.

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- Be elected by a simple majority vote of the Faculty Associates and be approved by the dean associated with the unit and the provost.
- Oversee the program.
- Conduct regular meetings of the Faculty and Staff Associates.
- Be eligible for compensation as determined by the coordinator and the dean associated with the unit.

Allocation of Enrollment and Completions

- For courses with an interdisciplinary unit prefix, student credit hours from that course are to be assigned to the academic department to which the course instructor belongs.
- Members of the interdisciplinary unit will propose a formula to apportion program enrollment and completions to the participating academic departments. The academic deans will make a recommendation on the proposal to the provost, who will have approval authority for this formula.

*Appendix 1. Current DOPS III:03:00

BUFFALO STATE COLLEGE

DIRECTORY OF POLICY STATEMENTS

Policy Number: III:03:00 Date: March 1982

Subject: Interdisciplinary Units

Definition of Interdisciplinary Unit

- An interdisciplinary unit may be established when an academic (major, minor, or certification) program is approved in an area where it has been clearly demonstrated that an existing administrative unit cannot appropriately administer the program.
- College Senate will be consulted prior to formation of an interdisciplinary unit.
- Interdisciplinary units will report to a Dean.

Functions of the Interdisciplinary Unit

- The unit will maintain course and other requirements for its program, referring recommended program changes, as appropriate, to the Dean and to the Curriculum Committee.
- The unit will stimulate, through existing departments, the development and offering of appropriate courses and coordinate course offerings for the completion of majors and minors.
- The unit will recommend departmental courses for cross-listing to indicate department courses applicable to the interdisciplinary unit. The unit will recruit and advise students, check audit sheets for the unit program, and perform such other administrative tasks for its program as may be necessary.

Membership of the Interdisciplinary Unit

- Faculty may gain membership in an interdisciplinary unit (1) by application (in instances where there is no existing School or (2) by recommendations of the Faculty of the existing interdisciplinary unit, with the approval of the faculty member's primary department, the Dean of the School, and the Vice President for Academic Affairs.
- The faculty of the unit may teach, advise, or otherwise contribute to the program. The specific expectations for that faculty appointment will be designated at the time of the appointment.

Leadership of the Interdisciplinary Unit

- A faculty member nominated by the unit members and approved by the Dean of the Graduate School and the Vice President for Academic Affairs will be appointed by the President to serve as coordinator of the interdisciplinary unit and will report to the Academic Dean, as assigned.
 - The coordinator will teach no more than three courses in addition to coordinating the activities of the interdisciplinary unit.

Appendix-B

Instruction & Research presented for discussion; Course Procedures and Grading Policies motion (revisions to DOPS Policy) Scott Goodman, Chair

The Instruction and Research Committee of the Buffalo State College Senate moves that the following revised version of DOPS I:16:00 be adopted:

BUFFALO STATE COLLEGE

DIRECTORY OF POLICY STATEMENTS

Policy Number: I:16:00 Date: F e b r u a r y 2016

SUBJECT: Course Procedures and Grading Policies

Faculty must provide some basic information to students during the first week of classes.

Please make your statements clear, concise, and appropriate to the specific course for which it is intended. If the same procedures apply to several courses, you may use one statement and indicate the multiple sections/courses. Copies must be supplied to the department chair and dean during the first week of class. Please address the following issues:

ATTENDANCE

1. Please indicate what constitutes attendance and/or active participation within your course (see Appendix 1).
2. Please indicate the specific consequences of unexcused absences and/or inactive participation from the course (e.g., lower grades, request for explanation, expectation that the work will be made up, or action consistent with the total course performance etc.).

COURSE FORMAT

1. Please indicate course format (e.g. lecture, discussion, group work, field work, etc.).
2. Please specify course requirements (e.g. texts, software, hardware, equipment, prerequisite skills, assignments, field work, etc.).
3. Please include a description of course assignments and a tentative schedule of topics and due dates.
4. Please indicate instructional method (e.g. traditional, hybrid, hybrid plus online—synchronous and/or asynchronous sessions).
5. Please indicate when the course meets.

LEARNING OUTCOMES

Please specify the learning outcomes for the course as specified in the course proposal as approved by the College Senate.

EVALUATION

Please indicate the basis on which the grade in the course will be assigned and the relative weight of each (e.g., tests, number and frequency), course work, written work, performance of outside activity (number of hours and location), instructor assessment, etc., as appropriate. Further, indicate a grading scale (i.e., A-E) including +/- grades, if appropriate. Regardless of the instructional method of your course (traditional, online, hybrid), consider

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including language that addresses evaluation components that go beyond those listed above (i.e., tests, written work). For example:

1. Academic integrity and how it may be assessed can be accessed via DOPS Policy Number: I:17:03 - <http://bscintra.buffalostate.edu/dops/policysect1/011703.pdf>
2. The format and submission process for assignments (quizzes, tests, papers, discussions, projects, etc.)
3. The process for how missed / late work is addressed, whether it is due to illness, technical difficulties, etc.
4. The procedure for announcing course changes.
5. The process for grade distribution, including the utilization of a Learning Management System (i.e., a Blackboard "gradebook"), in compliance with FERPA
6. Provide grading / evaluation rubrics or assignment guidelines

OTHER CONSIDERATIONS

Include here any other information which will help the student to understand what is expected of him/her and/or what may be expected of the course and instructor. For example:

1. Religious Holidays
2. Military Leave
3. Medical Absences
4. Technical Issues (e.g. What students should do if the learning system is down or currently not available.)
5. Alternative Materials (Where students might purchase alternative materials and the availability of alternative resources on the Open SUNY Affordable Learning Solutions website.)
6. A statement about procedures regarding disruptive students [See Faculty Handbook Section 5 Instruction Policies and Procedures]
7. Ethical standards
8. A statement on Students with Disabilities (e.g. If you have a disability or suspect that you have a disability that requires any type of accommodation to fulfill the requirements of a course, please contact the Disability Services Office at 716-878-4500.)

COURSE SYLLABUS

A syllabus is among the materials an instructor will distribute to students during the first week of classes each semester. It provides an outline of instructor/ student / course learning outcomes / expectations and requirements. Syllabi are kept on file in department and deans' offices each semester. Sample syllabus topics are included here for your reference in developing syllabi for your courses. These topics are universally pertinent to effective classroom management and communication with students. Instructors will add to the content or modify the format of their syllabi as individual courses, disciplines, departments, or accreditors require. Department chairs should provide further guidance and requirements for syllabi content as part of the chairs' training for instructors.

Class attendance policy

Class attendance policy is established by the individual instructor in accordance with federal law and regulation (Appendix 1). Indicate the manner in which regular attendance is required, requested, etc., and indicate the specific consequences of unexcused absences from class, e.g., lower grade, request for explanation, expectation that the work will be made up, or action consistent with the total course performance, etc. The instructor is required to distribute copies of his or her attendance policy to each student within the first week of class. Copies must be filed with the department chair and dean.

Appendix-C

Revisions to the Leaves of Absence Policy-introduced for discussion by the Standards for Students Committee, Heather Maldonado, Chair

Whereas Buffalo State College currently has three ways – Unofficial Leave of Absence, Leave of Absence, and Medical Leave of Absence – for a matriculated undergraduate or graduate student to be absent from the college for two years;

Whereas the same outcome is achieved through three processes – do nothing, fill out a form to have signed by the dean, fill out the same form to be signed by the director of the health center upon receipt of medical documentation and then by the dean – which creates process confusion for students, faculty, and staff;

Whereas the same outcome is achieved through three processes but there is a different form to fill out for Leaves of Absence and Medical Leaves of Absence depending on if a student is an undergraduate or graduate student, which creates process confusion for students (especially those who completed their undergraduate degrees at Buffalo State and encounter a different process as a graduate student), faculty, and staff;

Whereas the current policies prevent probationary students from taking Leaves of Absence when they are, perhaps, the students most in need of a leave from school in order to not further damage their academic progress;

Therefore:

BE IT RESOLVED THAT Buffalo State revise its three Leaves of Absence policies into the following consolidated policy to be implemented in a process consistent for undergraduate and graduate students, effective Fall 2016:

Leaves of Absence

Matriculated undergraduate and graduate students who wish to leave the college for academic, financial, medical, military, or personal reasons may be granted Leaves of Absence of one full calendar year. Leaves may be renewed one time, for a maximum absence of up to two full calendar years. Students who do not either renew Leaves of Absence prior to their expiration or register for courses for the semester after their Leaves expire, will be administratively withdrawn and must apply for readmission to the college when they are interested in resuming their progress toward degree. Upon return from Leaves of Absence, students will be allowed to complete the program requirements in place at the time they took the Leave of Absence. If students change their majors when they return, they will be required to meet the curriculum of the new programs in place at the time of their return. Students should seek financial aid eligibility consultation and academic advisement prior to registering for courses for their return semester. Students will not receive credit for courses taken at another institution while on a Leave of Absence unless an approved Off-Campus Study form is submitted to the Registrar's Office prior to taking courses elsewhere. Students participating in Study Abroad or National Student Exchange programs through SUNY Buffalo State do not need to apply for Leaves of Absence but they should complete Off-Campus Study forms prior to going on exchange. If students wish to take Leaves of Absence during a semester already in progress, Leaves of Absence forms must be received in the Registrar's Office no later than the last day of classes in that semester. Leaves of Absence will begin on the date the students initiate the Leave of Absence request; this date will be used to calculate financial aid eligibility.

Current Policies:

<http://www.buffalostate.edu/academicaffairs/x559.xml>

<http://catalog.buffalostate.edu/undergraduate/registration-information.htm>

<http://catalog.buffalostate.edu/graduate/leave-of-absencewithdrawal-from-college.htm>

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(Note: Academic Dismissal and Withdrawal from College policies remain unchanged.)

Undergraduate Unofficial Leave of Absence

Students with 2.0 or higher GPAs who discontinue attendance without taking a leave of absence can register for classes without applying for readmission for up to four fall or spring semesters beyond the semester in which they were last registered. Baccalaureate graduates and students with less than 2.0 cumulative GPAs retain registration eligibility for only one fall or spring semester beyond the semester in which they were last registered.

Undergraduate Medical Leave of Absence Medical leaves of absence of varying lengths of time are granted for documented serious injury or illness. After obtaining a Leave of Absence/Withdrawal form, students requesting a medical leave of absence should report to the Weigel Health Center. To receive a medical leave of absence, students must complete the form and provide a physician's statement that includes the specific semester(s) for which the leave is being requested, diagnosis/reason for the leave request, and a recommendation from the physician that the medical leave be granted.

Undergraduate Leave of Absence Matriculated students who wish to leave the college for personal or financial reasons may be granted leaves of absence of two full years (four fall/spring semesters) beyond the semester in which they were last registered, as long as they are in good academic standing with a minimum GPA of 2.0. A leave will not be granted to study at another college or university.

An application for a leave during a semester already in progress must be received in the Registrar's Office, Moot Hall, no later than the last working day before the Critique and Evaluation period. Note: Deadline is now the same as Withdrawal from College.

These approved leaves will begin at the date the request is received in the Registrar's Office.

Graduate Leave of Absence/Withdrawal from College

The Graduate Application for Leave of Absence form can be obtained in the Graduate School Office, Cleveland Hall 204, by phone (716) 878-5601, or by emailing the Graduate School at gradoffc@buffalostate.edu. Matriculated students who wish to leave the college for personal or financial reasons may be granted leaves of absence of two full years (four fall/spring semesters) beyond the semester in which they were last registered. A leave will not be granted to study at another college or university.

If withdrawing, or if the leave should extend beyond two years, the student will need to reapply for admission into his/her desired program. To avoid receiving failing grades, students must also officially withdraw from classes in Banner. To withdraw without penalty after the 10th week, students need to file a petition with the Academic Appeals Committee. Financial Aid Office Student Accounts The student is encouraged to contact the Financial Aid Office and Student Accounts to determine any financial implications that may occur. For additional information about financial aid, refer to the financial aid section of this catalog.

Appendix-D

Revisions to the Continuous Enrollment Policy-introduced for discussion by the Standards for Students Committee, Heather Maldonado, Chair

Whereas Buffalo State College has implemented the "Roar in 4" graduation guarantee starting in Fall 2016 for first-time, full-time undergraduates which includes, in part, the requirements that students "successfully complete 15-18 credits every semester (fall and spring)" and the college "offer general education and major required courses regularly";

Whereas the current practice of allowing unregistered students in good academic standing and not on leave of absence to maintain "active" student status is detrimental to college planning functions (e.g., master schedule planning) and service provisions (e.g., inflated and inaccurate advisement loads);

Whereas students needing to pause their studies at Buffalo State have a means to do so through our leave of absence policy;

Whereas students who wish to decide to return to Buffalo State College after being made inactive due to failing to maintain continuous enrollment or taking a leave of absence may reapply to the college through a brief readmission process that will assist them in ensuring their academic transcripts, aid eligibility, and student accounts are up-to-date before they resume their studies;

Whereas the percentage of students needing to use the readmission process due to the adoption of a continuous enrollment policy would likely be very small number of students (i.e., less than 1000 – which includes students who have transferred to another college – students based on a sample of unenrolled matriculated undergraduates (Spring 2014-Fall 2015) in good academic standing, and less than 700 – which includes students who are within the year permitted to finish graduate theses and projects – unenrolled matriculated graduates (Spring 2014-Fall 2015) in good academic standing);

Whereas graduate students must already maintain continuous enrollment after enrolling in their thesis or project by registering for 721 and 722 courses based on a past College Senate motion (Spring 2009) for a continuous enrollment requirement being argued as assisting in timely graduation;

Whereas other SUNY comprehensive colleges (e.g., Brockport, New Paltz, Oneonta, Oswego, Potsdam, Purchase) have continuous enrollment policies;

Therefore:

BE IT RESOLVED THAT Buffalo State College adopt the following Continuous Enrollment policy, with implementation suggested at the start of Fall 2016:

Matriculated undergraduate and graduate students who do not register for the next consecutive fall or spring semester and who are not on a Leave of Absence will be administratively withdrawn and must apply for readmission to the college when they are interested in resuming their progress toward degree. Application for readmission does not imply automatic readmission. All requests for readmission are considered in light of current college policies and conditions.