

•COLLEGE SENATE•

Official Meeting Minutes

March 11, 2016-Butler 210, 3 p.m.

<u>PRESENT</u>			<u>EXCUSED</u>
Bajus**	Hotchkiss	Payne	Adamo
Bayer	Irion	Perreault	Conway-Turner
Ben-Merre	Jorden	Reid	Hunt
Bewlay	Knowles	Rosen-Brand	Kline
Boorady	LeVine	Santa Maria	Maldonado
Brickhouse	Lewis	Sarratori	McCarthy
DeWind	Lombardo	Shandomo	McGovern
Emo	Marren	Shephard	Miller
Ettestad*	Mayrose	Sherman	*Potts(spring sabb.)
Floss	McMillan	Tucceri	Sands O'Connor**
Fujiuchi	Mernitz	Velez	(1 yr. Sabb.)
Gellin	Morales	Williams	Stewart
Gleckel	Ninacs	Zhang	Vince Garland
Goodman			Wall
Grinnell			<u>ABSENT</u>
			Abass
			Aina
			Djirakor
			Leminger
			Marcus-White
			Richards
			Shane
			Wright

•COLLEGE SENATE MEETING•

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March 11, 2016

CALL TO ORDER: *Senator McMillan* called the meeting to order at 3:02 p.m.

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

PRESENTATION OF THE MINUTES: *Senator McMillan* presented the minutes of February 12th 2016. There were no objections. The minutes of 2.12.16 were accepted.

REMARKS OF THE PRESIDENT

Provost Perreault: The president is in San Francisco today, and there are a few things I would like to say on her behalf. Hopefully you have all had a chance to look at the recommendations pertaining to retention. The goal is for us to be able to look over the recommendations and exchange ideas at the next meeting. One of the themes that I haven't been shy in talking about is the importance of retention on this campus. Whether these recommendations are the specific solutions, or part of the solution, we will determine as a campus. As we move forward I want us to start thinking about student retention and graduation as a matter of social justice, because that is really what it is. When we make a mistake, perhaps incorrect advisement, or placing students in a major that is not a fit for them, and this mistake delays this student's graduation by one year - I want us to consider the impact of that mistake, which could cost the student \$10,000. Now let's imagine that when they graduate, they didn't get world's greatest job, but they got a job because they have a degree, and suppose that is a loss of \$30,000. So now the mistake we have made will cost this student and their family \$40,000. So let us think hard about that and understand that we need to figure out the mistakes we can avoid. Let's do this not for our bottom line, but rather because it is the right thing to do.

I have also been asked to discuss our community policing policy, so I'm going to call on ***Dr. James Sobol***.

Community Policing Philosophy Report

Dr. James Sobol: When we last spoke to the Senate in the fall, we gave an introduction to what our committee was charged with. We have a document that will be posted on the UPD website shortly after this meeting. The president has also created a blog about our community policing philosophy on campus. The impetus behind this was that we need to work collectively as a college and a community. The blog outlines what we as an institution along with UPD stand for. The goal is for faculty, staff, students, UPD, and visitors on campus to all be working together for crime prevention, and the creation of a better environment for everybody. The Community Policing Philosophy Report, is available to you on the Senate website.

Link to Community Policing Philosophy Report:

<http://collegesenate.buffalostate.edu/sites/collegesenate.buffalostate.edu/files/uploads/Documents/BS%20Campus%20Community%20Policing%20Philosophy%20%20FINAL%202015.pdf>

Senator McMillan: ***Provost Perreault*** mentioned the retention report. We have put together a small committee to review the Undergraduate Retention Report, as well as the Advisement Report to be presented

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by Standards for Students today. If anyone is interested in being on that committee please let me know soon, because we will have our first meeting next week.

Provost Perreault: I am sure everyone is aware that we have suffered two tragic losses of students recently. There are a lot of questions swirling around, but regardless of the answers to those questions, these are two terrible losses to the Buffalo State College community. I will now turn it over to Vice President Payne to inform the Senate on what Buffalo State intends to do on behalf of those students and their families.

Vice President Payne: **President Conway-Turner** has asked me to provide an update on the tragic passing of two of our students since the last senate meeting. Our staff in the counseling center and the staff of crisis services have been available to provide grief counseling to students, faculty and staff affected by the passing of both **Eddie Hernandez** and **Bradley A. Doyley Jr.** Eddie Hernandez passed away after being injured in a car accident, in downtown Buffalo in the early morning of March 5th, 2016. Eddie was a criminal justice major, set to graduate this May. A candlelight vigil was held by our students on Monday March 7th to memorialize Eddie. A wake was held in the Bronx, NY was held on Wednesday and a funeral mass was held earlier today at St. Anselm church in the Bronx.

The second student who passed away on February 18th 2016 was **Bradley A. Doyley Jr.** He started here in 2012, as a part of the EOP summer program. He was a senior business major, and was set to graduate this spring. His parents were immigrants from Jamaica, and Bradley was an active member of the Caribbean students association. Bradley played two and a half seasons on the Bengals men's basketball team. A candle light vigil was held for Bradley, and we held a memorial service in the Houston Gymnasium on Wednesday February 24th. Services for Bradley will be held on Sunday March 13th on Lewis Avenue, Brooklyn. Buffalo State College is aware of and continues to support the city of Buffalo Police Department's investigation into an allegation of hazing. Although the Buffalo News reports that Bradley's death does not appear to be the result of hazing, that investigation is still ongoing. **President-Conway Turner** has moved the issuance of a posthumous bachelor's degree in the case of both **Eddie Hernandez**, and **Bradley A. Doyley Jr.** I will gladly answer any questions.

Senator Floss: Before **Vice President Payne** moves on to another topic, if it is not out of order, I would just ask that the Senate send condolences to the families of both of these young men.

Senator Jorden: I was wondering if there were representatives from the College sent to the funeral of Eddie? And will there be for the funeral of Bradley?

Vice President Payne: We did have one student attend the services for Eddie this morning, I will be going to New York on Sunday, as will coach Ansari of the men' basketball team. I will deliver Bradley's posthumous degree to his mother during the funeral service. I will deliver Eddie's at a later time. Eddie's family planned the funeral very soon after his passing, so we did not have the time to make appropriate plans.

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ENROLLMENT UPDATE REPORT- Vice President Payne

Spring 2016 Enrollment

Spring 2016 Enrollment Targets Vs Actual as of 2/12/16 Census			
	S '16 Target	as of 2/12/16	Difference b/w actual and target
TOTAL UNDERGRADUATE	8,156	8,181	25
Freshman Total (incl non matric)	48	40	-8
Transfer Total (incl non matric)	415	342	-73
Continuing/Returning	7,693	7,799	106
TOTAL GRADUATE	1,137	977	-160
New Graduate Total	207	118	-89
Continuing/Returning	930	859	-71
Total Enrollment	9,293	9,158	-135

Fall 2016 Enrollment Targets

Freshman Total	1,895
General	1,390
EOP	220
COMPASS	220
Honors	65
Transfer Total	980
General	905
EOP	70
Honors	5
Continuing/Returning	6,315
TOTAL UNDERGRADUATE	9,290

Fall 2016 Enrollment Targets – Graduate & Others

TOTAL GRADUATE	1,155
New Graduate Total	365
Continuing/Returning	790
Continuing Prof Studies	100
Nat. & Inter. Exch students	20
Total Enrollment	10,565

Reaching Enrollment Goals

- Student Ambassadors visit their high schools
- The Annual Presidential and Provost Scholarship Luncheon

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- SUNY Financial Aid Day
- Class Visit Program and Honors Colloquium
- Receptions in the downstate area
- Spring Open House
- Honors Scholarships
- Presidential and Provost Scholarships
- Personal phone calls to EOP applicants
- Personal phone calls to transfer student applicants
- Phonathon; new, transfer and returning
- Monthly transfer information sessions
- Monthly Transfer on the Spot (TOTS) sessions
- Reaching out to all applicants who have filed the FAFSA

Current Status

- Summer and fall registration begins April 6th
- 12,458 freshman applications received
- 5,902 general freshman have been accepted

Questions?

Senator Mernitz: You referred to graduate enrollment declining. To your knowledge, is there any particular reason for that?

Vice President Payne: Our graduate enrollment has been highly dependent on our graduate education majors. We are hearing from people in the Education Department that things are beginning to trend upwards in education enrollment nationally, we have not yet seen those increases just yet. Our targets for graduate enrollment in the spring were fairly aggressive, and we were pretty much on target for the fall. While there is the issue of declining graduate enrollment, we are particularly concerned about our continuing/returning population because it is very hard to understand why students who have not graduated, are not completing their graduate work. But our target for new graduate students this spring was perhaps overly ambitious.

This concludes the President's Report.

REMARKS OF THE CHAIR

Senator Marren gave a brief memoriam on Professor Ron Rabin.

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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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.

The College Planning Council met on February 23rd to review the research tasks it undertook on February 5th, and to begin sorting through the results of the open fora.

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 be meeting again on March 18th to discuss the creation of a draft strategic plan.

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 in SOE, two seats SNSS, SOP two seats

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

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

Senator Goodman presented for vote: DOPS Policy language change to the *Interdisciplinary Units*. (**See Appendix A for motion and Appendix A-1 for Amended motion language for final policy that will be recommended to the President from the Senate**)

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

Senator Goodman: This was initially presented to the Senate in December 2015. When it was brought to the Senate for vote last month at the February 12th Senate meeting, further discussion led to a motion made by **Senator Knowles** to amend the motion once again. It has been amended.

The motion we bring today reflects the amendment to the language regarding compensation for a coordinator of an IU. Prior policy required release time for coordinators and now we talked about this and the change in language 'the coordinator will be eligible' for compensation.

Senator McMillan: This motion was brought with an amendment. We will move forward with discussion. Discussion?

Senator Reid: I am concerned about this motion because the College Senate handbook has a very specific statement "The College Senate is prohibited by New York state law from intruding into the areas of terms and conditions of employment". I am concerned we are getting very much into that. I think the original statement is broad enough, that I don't think we need any further clarification, which would bring us very close to an area that we have no business being in.

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Senator Floss: I did bring the “eligible for compensation” language to the legal staff to ask about this change. They felt this would be appropriate. By leaving the statement, we would actually be getting into terms and conditions.

Senator Reid: Then I would suggest we just strike both statements out.

Senator Floss: That was my original suggestion.

Senator McMillan: Any further comments?

We are now going to vote on an amendment. The amendment is the bolded letters displayed at the bottom of the screen. **(please see Appendix A-1 for language on amendment.)**

“Compensation for the interdisciplinary unit coordinator should follow the established past practice of the college.”

That language would replace:

“Be eligible for compensation, as determined by the appropriate dean and the coordinator”

Senator Santa Maria: If this does not pass, does the original motion stand?

Senator McMillan: We would then vote again on the *original* motion, as it was proposed.

Senator Santa Maria: Also as a point of clarification, **Senator Reid** brought up striking both statements, is that something that could be on the table today after we vote?

Senator McMillan: Yes, so if we accept this amendment, we could have another amendment to strike it completely. We could also choose not to accept this amendment, and vote on an additional amendment, which could also strike that language.

Senator Brickhouse: So what we are saying is, that if we strike both, we are really just sticking with past practice?

Senator McMillan: Essentially, yes. And I would like to add that we are a recommending body, not an implementation body. If we approve this motion, we will send it to the president, who will implement it, if she supports it.

Senator Knowles: If this goes to the president, and the president does not approve it, we would just revert to DOPS of 1982. So essentially, the proposed amendment, and the original language, would have the same end result.

Senator Goodman: My feeling based on the discussions I have had- both the original language and the new language are true whether we vote on it or not. At this point, I would support removing the line all together.

Senator Knowles: Are you suggesting that the original DOPS had the word eligibility in it?

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Senator Goodman: No, the original DOPS said that you have to be compensated, which likely is crossing the line that **Senator Reid** referred to.

Senator Knowles: So eligibility only comes up in the original motion language?

Senator McMillan: Yes.

Senator Knowles: As the coordinator of an IU, I would like to say that until now, the coordinator of an IU has been compensated. I would strongly encourage senators to continue to compensate IU coordinators the same was as we have in the past, rather than changing it to a conditional compensation, as this motion suggest.

Senator Goodman: As it has been pointed out, UUP rules trump everything anyway. So trying to legislate terms and conditions probably should not have been in the original policy. I would also point out that chair compensation is not in the policy.

Senator Floss: Well this would fall under NYS labor laws and not UUP. If you look at some of our other DOPS policies, you will see where we get into these types of conditions, and they say something similar to what is here. Which is, not to change past practice, but the amendment does put this in writing, so that it is clear for future reference.

Senator Knowles: Based on my beliefs, and what I just said, I should vote for the proposed amendment?

Senator Floss: I am not going to tell anybody how to vote, but I'll say that I am voting for the amendment.

Senator McMillan: Asks the Senate to vote for the amendment. The motion carries, and the amendment is voted in favor. Amendment passes. The motion on the floor has now been amended. The motion we are now voting on has new language. "Be eligible" has been removed. Any discussion on this motion before we vote? Hearing none, **Senator McMillan** asks the Senate to vote for the amended motion. The motion carries, and the amended motion is voted in favor. Motion passes.

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. The 'pleases' were removed from the previous version presented at the February 12th Senate meeting after **Senator Reid** asked about the role of the 'pleases' sounding like a request, versus the directive wording for the rest of the policy. We did feel it was better to make it sound more like a policy instead of a request. The other change, if you refer to the third page, there was a redundant section about course syllabus and attendance, which has been wrapped back into the first paragraph of the first page. So that part has also been changed, there is no specific section for course syllabus.

Senator McMillan asks for questions or further discussion. Hearing none she asks the Senate to vote on the revised motion. The motion carries, motion voted in favor. Motion approved.

Academic Misconduct DOPS Policy- brief update

Buffalo State Academic Misconduct

DOPS VIII:04:00

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Definition

- Prior acquisition or possession of an examination and submission of false data
- Submission of the work of another individual without proper acknowledgment
- Performance of work in a course for another individual while registered in the same course
- Failing to demonstrate academic integrity by not upholding the individual's basic share of responsibility for collaborative course work and/or assignments.

Possible Sanctions

- 1) Issue a written warning
- 2) Allow student to repeat or resubmit academic work, telling the student what grade penalty, if any will be assessed
- 3) Submit a recalculated grade for the course
- 4) Submit a failing grade for the course. Note that the “J” component of the “EJ, FJ, or UJ” assigned for academic misconduct will be recorded on the student’s “internal” audit, but will not appear on the student’s official transcript and quality points will be averaged, if applicable, even if the student repeats the course

Buffalo State Procedure

Faculty member informs Chair and discusses allegations with the student. Faculty member fills out Statement of Resolution form.

If the student is found not responsible, this is indicated on the form and signed.

If the student is found to be responsible, the form details sanctions to be imposed. The student accepts responsibility by signing the form.

The matter proceeds no further if the student does not appeal.

A very specific appeals process may be followed by students who disagree with the allegations and/or the sanctions.

Instructor → chair → Academic Misconduct Committee

Presumably the Statement of Resolution is always sent to Academic Standards (the current policy is fairly vague on this point if a sanction is imposed).

“A student file containing all relevant materials to the academic misconduct proceedings will be kept on file in the Academic Standards Office for seven (7) years.”

Statistics

Academic Year	Statements of Resolution	Outcomes	Formal Hearings
12-13	2	<ul style="list-style-type: none"> • zero on the exam • insufficient evidence 	0
13-14	10	<ul style="list-style-type: none"> • Acceptance of a grade penalty (F) on assignment and retroactive change of course grade • Acceptance of grade penalty (F) on assignment, maximum C after work is repeated and submitted (5) • Acceptance of a grade penalty (F) on assignment, maximum C- after work is repeated and submitted • EJ for the course (2)* • WJ for course* 	0
14-15	6	<ul style="list-style-type: none"> • Failure for the course • Acceptance of grade penalty of 50 points and a recalculated grade for the course; • Recalculated grade for the course (2) • Written warning; recalculated grade for course; additional assignment due (2) 	1

* Computing Service can find evidence for only one “J” grade (the WJ) for the three years examined here. No EJ or UJ grades were found.

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Conclusions

- It appears obvious that faculty are not completing and submitting *Statement of Resolution* forms.
- Almost no cases are adjudicated through the formal process.
- Buffalo State's **formal** process currently contains this statement:

"If it is determined that a student engages in a second academic misconduct offense the penalty may be academic dismissal from the college."

Without better records and a new policy, identifying and punishing repeat offenders is extremely unlikely, since there are very few *Statement of Resolution* forms on file and almost no formal cases brought.

The Provost has asked that the Senate (I&R and Standard for Students) consider making changes to the current policy that would:

- Require an educational experience (an Academic Misconduct "boot camp") to first time offenders
- Better identify repeat offenders (and ...?)

Fredonia

- Faculty member discusses allegations with the student. Faculty member fills out form if guilt is believed.
- The report then goes to the Chair. The Chair and instructor jointly decide the appropriate action: dismissal, department-level sanction, or referral to Review Board (only for consideration of consequences that go beyond department-level sanctions)
- If the case is not dismissed at this point, the Chair must also **report** the case to Judicial Affairs.
- **Judicial Affairs determines if the case is a 2nd violation for the student. If so, the case must be sent to the Review Board for adjudication. A repeated violation of any of the Academic Misconduct Policy is considered "grievous".**
- Very specific appeals process may be followed by students who disagree with the allegations and/or the sanctions.

Brockport

- Faculty creates a report form and discusses the allegation and sanctions with the student.
- If the student is found to be responsible, the report form and evidence is sent to the Chair for review. The Chair may begin the "Dismissal from Program" process, if appropriate, after consulting with the Dean.
- The report form is forwarded to the Dean for review.
- The report is sent to the Provost's office. **The Provost's office files the report and checks for previous violations from the same student.**
- **If a previous case of misconduct is found from a different semester, the Provost's Office may begin the "Conduct Dismissal Process."**

Provost Perreault: Senator Goodman summarized it. It seems that either our students are impeccably honest, or we are not reporting this. My main concern would be repeat offenders. I also want to condense all of the different judicial grades that we have. With repeat offenders being our main concern, I think we need to find a faculty friendly way to do that. The goal here is not to second guess whether or not somebody cheated in class. This is just to say if a student cheated in more than one course, that student has a problem. I would also like to create an academic honesty boot camp for first time offenders. After having gone through the boot camp, there would be no excuse, so we would have to look into harsher punishment.

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Senator Santa Maria: 52% of our workforce on campus is adjunct faculty. It is an issue of people who are hardly here, and do not have an investment in the institution. While we are thinking about ways to make this faculty friendly, it is also another challenge to figure out how we are going to get this information to people who may not be as invested in the students or the institution. So we need to think about this in terms of full time and part time faculty.

Provost Perreault: I would say that adjuncts better be invested in our students or they can go teach somewhere else. But I think that your point may be that we need to do a better job in training adjunct faculty, which we will definitely do next semester.

Senator Floss: I would like to address the special circumstances of students with mental health issues. Particularly with respect to working in group projects. The hard part was that the faculty member never knew that there was a mental health issue. I don't know how many of these students we have on campus, but I would hope any policy that we have would address that aspect as well.

Provost Perreault: That is a great point, right now there isn't a campus-wide due process for handling these matters. We need to create a policy that is fair to *all* students. In terms of mental illnesses, there are circumstances in which faculty would not know about that. But that would come up as a part of the appeals process.

Senator Ninacs: As the person who runs writing on the campus, this is a complicated issue. Even in my field, definitions of plagiarism vary widely, as do appropriate responses. When I think about adjunct faculty who are teaching at multiple institutions; when they bring issues of plagiarism to me, it allows the instructor the opportunity to discuss their options as an instructor. What makes me nervous is that if I were to try and push some of these faculty members to take a more explicit approach in documenting issues of plagiarism, they may not bring these issues to me. They might be concerned both for the impact on themselves and on the students. That is to say that, from my perspective, this is not an easy conversation.

Provost Perreault: I agree, it is a difficult conversation to have, but right now, we are not even having that conversation. We have a procedure, but we are not following it. And there will always be incidents which fall into a grey area, which is why we need a due process.

Senator Hotchkiss: I would point out that students who have a "J" grade attached to them for many years, are treated more harshly than sex offenders. And I think that somebody trying to cut corners does not rise to the same level as being a sex offender. I talk to my students who cheat, and it is my job to point out the error in their ways. But I would not have a stain on their records, when I can deal with the problem myself. And some of my best students started out thinking they could cut corners. Faculty talk to one another, so when someone tries to cheat in another person's class, we know who they are. So will we be required to report everything? Is it mandatory? Are we unable to just talk to the students and work on preventing students from cheating with our own boot camp?

Senator Goodman: The "J" grade as I understand it, is for internal records only, so it would not be on their permanent record. The issue is, if you are sanctioning a student without documenting it, you are putting yourself at risk. Also, if there are students who have been in your class and my class, and have been cheating,

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we would likely never put those pieces together. Generally, the first offense is handled locally with the faculty member. That second offense becomes a more formal situation.

Senator McMillan: Right now we are just talking about what we want to do next, and this will continue to be a discussion.

Senator Bewlay: Do international students get the same treatment in terms of first and second offenses? Because almost all of them are going to be first time offenders. So maybe that is something to consider.

Provost Perreault: I agree, studies show that when it comes to academic honesty, there are all sorts of cultural differences which need consideration. My point is that nothing is being considered right now. The statistics show that 40% of college students actively admit to cheating, and we have 2 documented incidents. So we are missing an educational opportunity. This is not a substitute for faculty judgement, faculty judgement is the heart of this process. Faculty will make the recommendations and will run the boot camp. I would add that if a student says their grandma died, and that is why they weren't in class; but we come to find that is the 6th time they have given that excuse this semester, well that is certainly academic dishonesty. These are the things we need to consider moving forward, and I welcome everybody's feedback.

Senator Knowles: I just wanted to comment on academic misconduct within group projects, which is described as not participating at the level at which you are expected to, which to me is different than cheating.

Provost Perreault: I would agree. So I think that misrepresenting what you did in a group project would then fall under academic dishonesty.

Standards for Students (S4S) – Heather Maldonado, Chair

Senator Ken Fujiuchi presented motions on behalf of Senator Maldonado

Senator Fujiuchi: First item:

Continuous Enrollment Policies for Undergraduate and Graduate- Committee update/status

Senator Fujiuchi updated the Senate on status of the revised **Continuous Enrollment Policy**.

This was introduced at the February 12th Senate meeting. After the committee deliberated on this following the February Senate meeting, S4S has decided to withdrawal both Continuous Enrollment Policies for Undergraduate and Graduate. **Senator Maldonado** plans to bring this back in Fall 2016 to the Senate.

Leave of Absence Policy (revised) for discussion- (re-introducing it for this meeting) **(See Appendix C)**

Senator Fujiuchi: Two changes made to this policy:

- Administrative leave withdrawn to deactivate as a student.
- Elimination of second paragraph- that addressed all campus study forms.

Senator McMillan then asked for discussion. There was none, and she noted the plan will be to vote on this motion at the April 8th Senate meeting.

Senator Fujiuchi: Another suggestion at the end of the last Senate meeting was if we contacted the Dept. of Defense regarding military issues; we did contact our Veteran's Office regarding our revisions and they approved of the revisions we made. Senator Maldonado wanted you to know that was followed up.

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'J-Term' Credit Limit Policy- (See Appendix D)

Senator Fujiuchi: We are introducing this policy. Part of the concern was with the credit limit and the length of J-Term as a semester. Many stats showed that students taking a certain amount of credits, they were rapidly dropping off in the completion rate in a lot of the courses. That is how we came across the 7 credits. Students taking around 6 credits were doing okay, and only 18% were unsuccessful in completions. Students taking 9 credits were 30% unsuccessful in their courses. Students taking 12 credits were 50% unsuccessful. Anything higher than that was at an unsuccessful higher percentage. Half of the students taking that many credits in J-Terms were failing, just not able to complete all of the courses. Losing that step in their degree program and having to take it again.

Senator McMillan: This is for discussion. **Standards for Students** has worked very quickly on this.

Senator Velez: How is this going to be administered, is there a technology that is going to track a student who registered for that have these credit hour limits? How will we administer the actions of stopping a student from registering for too many credit hours?

Senator Fujiuchi: Not sure of specific details but there is a way to prevent/set a number of credit hours per semester for students. It would mean that in general, J-Term is set at the same limit as a regular semester. Many students will get 12 credits without any consul, with no one advising to say to them that this is too much for a very condensed schedule for a full course credit, in a short 3 week-semester as J-Term.

Senator DeWind: How to make this happen is based on functionality inside of Banner. Allows you to determine the maximum number of credit hours before you require an override to take them. Conceivably you could put a 6 hour credit limit and allow the option for the students to override and put in for 7 credit hours instead. It should be easy to do.

Senator Bewlay: For J-term we usually see/advise students in November. We do change our advising in addition to spring advising. When we do that they always combine the J-term and spring semester credit together, and they become too much; we usually have a conversations with advisees. Advisors can prevent some of this before even Banner rejects their approval.

Senator Fujiuchi: That is the ideal solution to have students talk first. It is not saying that they cannot go over that limit, but maximum credit overrides work based on approval from their department.

Senator Bewlay: The Chair usually signs off for credit limits?

Senator McMillan: Not right now, there are no limits.

Senator Velez: Has the committee discussed setting similar limits for students in other semesters?

Senator Fujiuchi: There are some limits, 19 credit in normal semesters.

Senator Velez: Are we looking at students who have maxed out in normal semesters? And are we looking at setting limits to back in the fall and spring semesters; we have 19 credit hours limit and we are looking at

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students in fall and spring semesters and how they are doing; has the committee discussed reevaluating in setting those limits?

Senator Fujiuchi: We haven't looked at anything outside of J-Term. This came up as a concern because a lot of stats show many students were able to finish their courses outside of J-Term.

Senator McMillan: For now this is just for the J-Term policy. The other policy is already established. If we need to relook at that, this would be a separate policy.

Senator Santa Maria: If we are limiting this in terms of our students and our policy at Buffalo State. Concern with if we limit our students to courses and if there are students who are going to overload themselves, they can go somewhere else to take a course at another institution, and we cannot do anything to prevent that. So we need to think about what the ramifications are going to be both positively and negatively for our institution.

Senator Hotchkiss: Seems to me that one 3 credit hour course, and demands 45 hours in the classroom and we recommend double that outside of the classroom. There are more hours these students are doing than there are hours in the day; more than 24 hours in the day, and that starts to be ridiculous.

Senator Brickhouse: As we talk about retention, J-Term can be both positive and negative. Students use it to repeat a course to get off of academic probation. The concern I have is that I believe we used to have a PIN that is connected to certain things that they have to see an advisor before they can register. Is J-Term something we can connect that PIN to, so a discussion happens before they are allowed to register? On problem is, J-Term won't have any kind of academic support, i.e., tutoring, etc. As a student even trying to get off of probation and use it and need to recognize that, and then if they are overloaded we are just making it worse. As we talk about social justice, we need to look at it beyond not just credits, but also a discussion about we would like to believe they know what they are doing, but they don't always understand what they are doing. Can an advising PIN be connected to the J-Term?

Senator Fujiuchi: J-Term advisement is supposed to happen during the fall.

Senator Knowles: PINs are associated with students not semesters, you cannot just tag a semester. What **Senator Brickhouse** is suggesting, I am not sure we have that kind of system.

Senator DeWind: The system in Banner for handling that is called; the Alternate PIN System. Two sets of PINs, the primary PIN to log in and another one which we use for students who have to be advised prior to registration. They are given the PIN by the advisor so they can register. It would be that same kind of mechanism.

Senator Knowles: How would anyone know when they register for J-Term without a PIN?

Senator DeWind: You put a PIN on everyone, and anyone that wants to go in has to go through that process.

Senator Velez: Can our system currently determine academic standing for students, at the end of the fall semester?

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Senator McMillan: Before they would be registering?

Senator Velez: Before they register for that term.

Senator McMillan: The grades would not be in before they register for J-Term. We already do not do that, they don't have their academic standing by the end of the fall semester for spring semester registration. They are already registering.

Senator Velez: We would not necessarily be able to determine what seems to be (inaudible statement)

Senator McMillan: This just says that there is a limit to how many credits you can take. Just like in spring and fall semesters. We don't have a limit for J-Term.

Senator Fujiuchi: Basically it gets treated like a regular semester.

Senator McMillan: Any other substantial comments? We will be voting on this at the April Senate meeting.

Senator Sherman: What about summer session? Do they have the same limit for summer session as students here who try and take too many credits like during J-Term.

Senator McMillan: There is a limit in each of the summer sessions. We are not certain of the number at this time.

Senator Fujiuchi: Standards for Students endorsed the Campus Advisement Report (CAC).

Senator McMillan: This is only a preliminary report, and is not the full report. The President wants us to comment on this report with regards to retention, and what is the model that would best work for our campus.

Senator Fujiuchi has no further comments. **Senator McMillan** states that if anyone had concerns, questions, etc., to contact **Senators Maldonado, Brickhouse, Kline** or **McMillan** as they will be evaluating the retention and the advisement reports.

THE CAC Report is posted at:

http://collegesenate.buffalostate.edu/sites/collegesenate.buffalostate.edu/files/uploads/Documents/CAC_preliminaryreport_March2016.docx.pdf

UNFINISHED BUSINESS

Academic Freedom Update (see Appendix D for resolution and D-1 for full)

Senator McMillan: We were asked to review our policies on academic freedom. So there have been recent public cases about academic freedom. Does everyone understand what I am referring to? These cases have affected campuses severely, and faculty have lost their jobs. UFS wanted us to look at our policy in order to determine its adequacy. I am introducing this today. What I will do is send this out to you, and we can have a discussion in April about whether or not we think it is adequate. I would also like to point out that the University of Chicago just put together a 3 page document on academic freedom, which I will send out to you as well. Are there any comments or questions about this?

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Senator Santa Maria: As a UUP delegate, we have had meetings about academic freedom, and it is really important to get the language correct. This is going to be affecting policy from many different angles. As academics, we tend to think of academic freedom within our individual classrooms, but where this is really starting to have an impact statewide, is in terms of intellectual property and patents. So we have to think about intellectual property, and we have to think bigger and broader, as well as where we want the institution to be headed in the coming years. I would also ask if **Senator Floss** would like to comment further on that.

Senator Floss: This is coming up because there were several court cases which talked about this. An important one being Garcetti. Garcetti was an assistant district attorney who was a whistleblower. When Garcetti found that the district attorney was corrupt, then went public with the information, and was fired. The court determined that as a public employee, the 1st amendment did not protect him as a whistleblower. But if he were a private employee, he would have that 1st amendment right. They also pointed out in the footnotes of this case that they did not think this held in terms of academic freedom. The fundamental being asked is, in a private school setting, will you be protected if you are a faculty senator. And whether or not you have the freedom of speech rights to act as a governance leader. Or are you a public employee in that sense, and can thus be fired for what you say in a faculty senate meeting. Let me say this, we are protected under our contract, in article 19, which is the discipline cause. You are protected because of the contract, you have rights to be able to speak openly and freely. This is not true at the University of Chicago. At St. Bonaventure University the chair of the BSAC committee, who was also the chair of the economics department, showed that the president of the university was embezzling funds. He brought that up in a governance meeting and the entire department was retrenched. That went to court, there were a number of seven-figure settlements given as St. Bonaventure lost that case. So that is why UFS is concerned about this. The language that is being recommended around the country, is the language that we have in our policy, so I think that we are okay.

NEW BUSINESS

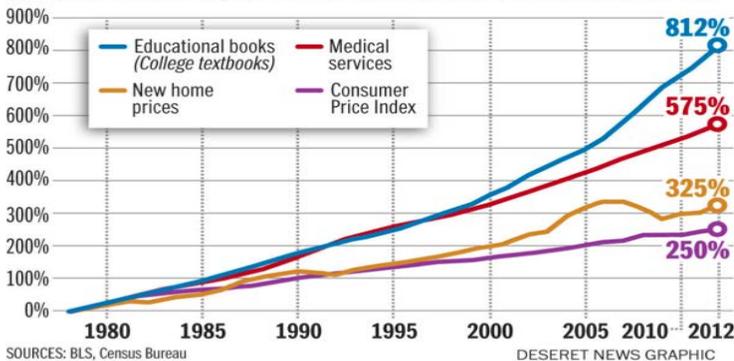
Affordable Learning Materials Initiative

- Presented by Brad Fuster, Leah Galka and Ginger Bidell

Textbook Costs are High

Textbook prices high

PERCENT CHANGE SINCE 1978 FOR TEXTBOOKS COMPARED TO MEDICAL SERVICES, NEW HOME PRICES AND CONSUMER INDEX



Billions per year on textbooks: US Undergraduate

	Institutions	Undergrad FTE	Textbook Costs

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Public 2Y	1,039	4,583,271	\$4,583,271,000
Public 4Y	695	5,957,927	\$5,957,927,000
Public Specialty	263	49,903	\$49,903,000
Nonprofit 2Y	167	46,247	\$46,247,000
Nonprofit 4Y	1,417	2,679,418	\$2,679,418,000
Nonprofit Specialty	97	17,261	\$17,261,000
Private 2Y	1,041	550,442	\$550,442,000
Private 4Y	731	1,089,906	\$1,089,906,000
Private Specialty	1,715	368,278	\$368,278,000
	7,165	15,342,653	\$15,342,653,000

	Undergrad FTE Students	Projected Annual Textbook Costs
2Y Institutions	167,928	\$167,928,000
4Y Institutions	179,226	\$179,226,000
	347,154	\$347,154,000

SUNY textbook costs

Buffalo State textbook costs

	Undergrad FTE Students	Projected Annual Textbook Costs
2013	9,281	\$9,281,000

Affordability = Success

For Students

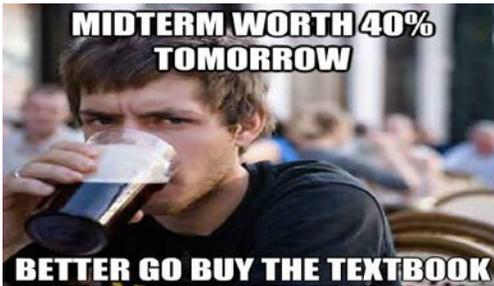
- Day 1 access to course materials
- Lower cost
- Improved learning

For Faculty

- Better prepared students
- Control over and engagement with materials

For Colleges

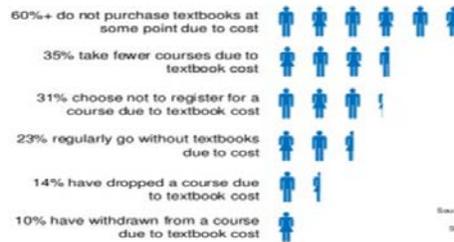
- Higher enrollments
- Greater persistence and retention



Our Inspiration

... Florida Virtual Campus' 2012 Textbook Survey

There is a direct relationship between textbook costs and student success



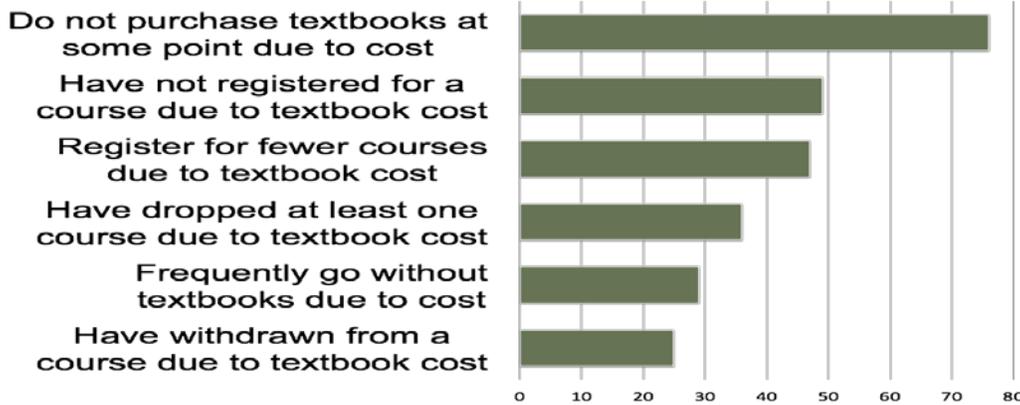
Source: 2012 student survey by Florida Virtual Campus
Stats: CC BY-NC-SA
Creative Commons Attribution-NonCommercial-ShareAlike license

Buffalo State's Student & Faculty Textbook Surveys

- When: Fall 2015
- Who: All current students and faculty at Buffalo State
- Purpose:
 - To gather data on actual impact of textbook costs on students' academic performance.
 - To understand student and faculty preferences regarding textbook formats.

Percentage of students who:

Percentage of students who:



What's the impact?

48%

The number of student respondents who reported earning a poor grade in a class as a direct result of not being able to afford the required textbook.

Financial Aid

Only **15%** of students reported that their total textbook costs were covered by financial aid.

More than **57%** of students reported less than **25%** of their textbook costs were covered by financial aid.

Affordable Learning Materials Initiative (ALMI)

Friday, April 15 at 3:00 p.m. in Butler 208

library.buffalostate.edu/oer/ALMI

ALMI
Affordable Learning Materials Initiative

Learn More

Do you want to:

- Make your courses more engaging and customized?
- Free yourself from the traditional publishing model?
- Save students money?

Learn more at Buffalo State's new ALMI Task Group for open and alternative educational resources

Meeting Details

Friday, April 15, 2016
3-4 p.m.
Butler 208

Register for ALMI's initial meeting [here](#).

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Senator McMillan: Are there any questions or discussion?

Senator Santa Maria: I just wanted to add something that is close to my heart because I teach an upper level course, and I can never find an open resource which covers upper level material. I mentioned this to Ginger, and she asked for my syllabus. So, if you send you SLO's they will start looking for you.

Senator Ninacs: I would like to pose a question to perhaps be answered at a later time. I would just like to know if you have information that speaks to the impact on learning of working with a digital format.

Dr. Fuster: A lot of studies show that students actually prefer written materials in print, instead of electronically. There are resources which allow for these materials to be printed at a very low cost, perhaps just the cost of printing. So we would be looking at \$11 instead of \$300.

Senator Santa Maria: Something I always like to know is the ABA accessibility of the materials. I also do not think it is okay to let the bookstore off on the cost. Because we have a books for CIS 101 with a net price of \$115, and the bookstore charges \$158. Which is a \$43 increase which is just wrong, so I'm excited to see what you guys have found.

Dr. Fuster: I cannot speak to the markup on your book specifically, but I do know that the bookstore has recently agreed to match Amazon's pricing, which is wonderful and is a show of good faith by the bookstore. I think the large markups are due largely to the publishers of the text.

Senator Santa Maria: I would beg to differ on that because over the past 10 years my costs have gone up only \$15, but the markup has gone up double that figure.

Senator McMillan: Not to interrupt, but the bookstore will be here next month to talk to us about this.

CONSTITUENT QUESTIONS (CQ's)

- There were no CQ's.

Adjournment: 5:21 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.

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- 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.
- 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.** (see Appendix A-1 for amendment)**

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-A-1

Amended language motion-Final DOPS Policy language under "Coordinator" section

1982 Version of DOPS:

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 a 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.

****I&R Motion Language: Below is the original language under "Coordinator that has been stricken:**

Coordinator

The coordinator of an interdisciplinary unit will:

- Be a full time, tenure-track assistant, associate or full professor.
 - 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 appropriate dean and the coordinator.**
-

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Proposed Amendment: Below is the **amended** language under "Coordinator"

Coordinator

The coordinator of an interdisciplinary unit will:

- Be a full time, tenure-track assistant, associate or full professor.
- 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.
- **Compensation for the Interdisciplinary Unit Coordinator should follow the established past practice of the college.**

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 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

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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>

(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.

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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

Academic Freedom Resolution-introduced for discussion by the Chair of the College Senate, Amy McMillan

State University of New York
University Faculty Senate
Governance Committee

Resolution on Academic Freedom – Draft October 19, 2015

Whereas, recent public cases challenging the precepts academic freedom have been in the news and;

Whereas the outcome of each current case potentially alters the intellectual, campus, and teaching climates on SUNY campuses

BE IT RESOLVED THAT the SUNY Faculty Senate urges each SUNY campus, through governance, to have an open discussion on the attached documents during the 2015-2016 academic years AND

BE IT FURTHER RESOLVED that governance on SUNY campuses are urged to perform a comprehensive review of all documents to determine that any statements on academic freedom are consonant with precepts of academic freedom and consistent with action items from the campus-wide discussions.

NOTE: Resolution has Attachments

Appendix D-1

Discussion Resources – Academic Freedom Resolution
University Faculty Senate – Governance Committee
October 2015

Discussion Paper on Academic Freedom

The principles of academic freedom address faculty rights and responsibilities, and are relevant to faculty activities inside and outside the classroom and to faculty members at both public and private institutions. Although a treasured privilege of the academy, academic freedom has limitations in practice. When such freedoms come into question or are contested, explicit statements concerning academic freedom in governance bylaws, employment contracts, and professional rights and responsibilities handbooks provide important protections.

The Governance Committee of the University Faculty Senate (UFS) requests that each institution within its system examine its bylaws, contracts, and handbooks for policies regarding academic freedom and to develop such policies, if they are lacking, or to refine and strengthen existing policies.

We hope that this Discussion Paper will contribute to campus dialogue and discussion on issues related to academic freedom by providing resources in the form of definitions and examples based on issues that have confronted campuses in recent years (for a more extensive presentation of case law, please refer to the reference section of this paper).

We also note that these issues and concerns are constantly evolving based on changing circumstances - however, our intention is to motivate serious discussion of these issues. The Committee will continue its inquiry and analysis of issues related to Academic Freedom and report to the Faculty Senate periodically on its deliberations.

What is Academic Freedom?

The American Association of University Professors (AAUP) and the Association of American Colleges and Universities (AAC&U), in their joint 1940 *Statement of Principles on Academic Freedom and Tenure*, state that “Institutions of higher education are conducted for the common good, the common good depends upon the free search for truth and its free exposition,..... and academic freedom is essential to these purposes.” The 1940 Statement then defines the rights and responsibilities associated with academic freedom as follows:¹

- Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an agreement with the authorities of the institution.
- Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.
- College and university teachers are citizens, members of a learned profession and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the

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community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

Cary Nelson, past president of the AAUP, further elucidated what **academic freedom does not mean or guarantee**.² Nelson recognizes that “the freedom to teach and the freedom to learn are inseparable facets of academic freedom.” Therefore, academic freedom does not condone practices

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where faculty harass, threaten, intimidate, ridicule, or impose their views on students. It also does not protect incompetence or provide job security in the face of incompetence; protect against colleague or student challenges or disagreement with one's educational philosophy or practices; protect from non-university penalties if the law is broken; protect against disciplinary action if college or university regulations are ignored; protect against sanctions for professional misconduct; protect against sanctions for poor performance in the discharge of one's duties; or protect against investigations into allegations of scientific misconduct.²

The Middle States Commission on Higher Education recognizes the importance of academic freedom in its accreditation standards. The new standards (adopted in 2014) require the demonstration and assessment of "a commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights" from institutions seeking accreditation.³

Academic Freedom Policy

The following statement on academic freedom appears in the Policies of the Board of Trustees of the State University of New York⁴ (SUNY; the exact same statement appears in the United University Professions (UUP) contract for faculty of state-operated campuses).

Title I. Academic Freedom

§ 1. Academic Freedom. It is the policy of the University to maintain and encourage full freedom, within the law, of inquiry, teaching and research. In the exercise of this freedom faculty members may, without limitation, discuss their own subject in the classroom; they may not, however, claim as their right the privilege of discussing in their classroom controversial matter which has no relation to their subject. The principle of academic freedom shall be accompanied by a corresponding principle of responsibility. In their role as citizens, employees have the same freedoms as other citizens. However, in their extra mural utterances employees have an obligation to indicate that they are not institutional spokespersons. Some campuses have incorporated policies and/or statements concerning academic freedom into governance bylaws or faculty handbooks. For example, the University of Buffalo, in

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Reaffirming the principles of academic freedom, has included this statement to explicitly include intramural expression as essential to academic freedom:⁵

"As members of the academic community, faculty have the right to speak freely within the university on all matters affecting their scholarship and teaching without fear of reprisal either covert or overt."

Additional resources examining the principles of academic freedom can be found in the reference section of this paper.

Explicit statements concerning academic freedom in governance by-laws and faculty handbooks may provide important protections in situations where academic freedoms may be in question.

The University Faculty Senate(UFS) joins with the Faculty Council of Community Colleges (FCCC)in requesting that each institution within the system examine its by-laws, contracts, and handbooks for policies regarding academic freedom.

Academic Freedom –Discussion Prompts

While the basic principles of academic freedom may appear to be fairly straightforward, other principles of academic freedom reflect subtleties in their application and require a campus-wide discussion to clarify their meaning and accurately reflect values and practices on your particular campus. The following examples were constructed to help spur discussion that may shape policies concerning academic freedom on your campus. In order to set a discussion context that encourages debate concerning the meaning of academic freedom, these examples are deliberately vague and there are no definitive answers to them. While we have suggested some basic principles to consider in your campus discussions, your campus may feel that other principles are relevant.

Example 1

A faculty member spends the first half of class talking about a controversial piece that has appeared in the news. Discussion of that piece makes several students uncomfortable. When a student expresses discomfort with the discussion, the faculty member ends the discussion and comments that the students are not capable of understanding the true relevance of the points made. Several students complain to the department chair, who communicates concerns to the faculty member about the way the discussion was handled and its relevance to the course based on the course description.

Principles to consider: Freedom as it applies to choice of classroom materials and the manner in which the materials are taught; Protection against colleague or student challenges or disagreement with one's educational philosophy.

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Example 2

Your campus has a president who has been making decisions impacting academic programs without consulting the faculty. A campus governance leader speaks out at faculty meetings and criticizes these decisions with great passion and great frequency. Soon after a faculty meeting where a possible vote of no confidence concerning the President is discussed, the faculty member is informed by his dean that his office is being moved and his teaching assignments have been changed.

Principles to consider: Freedom to express one's views without fear of sanction and the right to seek redress when rights have been violated; Freedom to engage in critical discussion.

Example 3

A tenured associate professor in the Chemistry program expresses strong political and religious views in a regular column written for a regional publication; his writings have had a polarizing effect on the campus and in the larger community. He applies for a promotion to full professor, listing his column in his promotion application. When he is denied the promotion, he claims that this denial was due to his political speech.

Principles to consider: Application of academic freedom and the forms of speech to which it is applied.

Example 4

In order to enhance the ability of students to transfer to other campuses within the state university system, faculty across the university have collaborated and written course descriptions and learning outcomes for foundational courses in a variety of disciplines. A tenured professor has been teaching such a course in political science for many years. His department chair notifies him that his course syllabus does not match the newly developed course description; therefore, students taking his course would not be able to transfer these credits to another campus. The department chair asks the professor to make adjustments to the course content and the syllabus to conform to the course descriptions and learning outcomes required for "seamless transfer." He refuses to make any changes and the department chair does not allow him to teach the course.

Principles to consider. Academic freedom and its impact on pedagogical philosophy and intellectual commitment; university regulations.

Example 5

In collaboration with a student, a faculty member in the Latin American Studies program designs a survey to be distributed to students on campus. The survey asks students questions about their campus lifestyle, including some personal questions about their sexual orientation and drug use. Because the survey is anonymous, the Human Subjects Committee approves the research. However, a high-ranking administrator feels that the research is inappropriate and stops distribution of the survey.

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Principles to consider: Academic freedom and its impact on the right to do research on a topic of choice; the imposition of political, religious, or philosophical beliefs of politicians, administrators and members of the public on students or faculty; the right to challenge one another's viewpoints; Scientific misconduct and/or violations of university policies.

¹ American Association of University Professors, 1940 Statement on principles of academic freedom and tenure. Available at: <http://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure>

² Nelson, Cary. Defining Academic Freedom. Inside Higher Ed, 21 Dec 2010. Available at: https://www.insidehighered.com/views/2010/12/21/nelson_on_academic_freedom

³ Middle States Commission on Higher Education. Standards for accreditation and requirements for affiliation, 13th edition. 2014. Available at: <http://www.msche.org/publications/RevisedStandardsFINAL-2.pdf>

⁴ <http://www.suny.edu/media/suny/content-assets/documents/boardoftrustees/SUNY-BOT-Policies-June2014.pdf> The State University of New York. *Policies of the Board of Trustees*. 2014. Available at:

⁵ University of Buffalo. Statement on academic freedom, 1986. Available at: <http://www.business.buffalo.edu/UbbContent/Hrs/facultyhandbook/V.htm#C>

The Public College Classroom and New York's Freedom of Information Law

This paper was developed by Ronald Sarnier (SUNY Polytechnic Institute). The opinions expressed herein are solely those of the author.

With questions regarding public accountability of colleges seemingly appearing daily, there is an intellectual tug of war between competing claims of accountability and academic freedom. Faculty members at public institutions in New York are generally unaware of the reach of New York's Freedom of Information (FOIL) law, but they should be.

While the principle of academic freedom is well established in SUNY's *Policies of the Board of Trustees*, in the collective bargaining agreement between the State of New York and United University Professions, and in the Rules and Regulations of the New York State Education Department, the language of these documents provides that faculty members may discuss "without limitation their own subject matter". Academic freedom specifically does not include "controversial material which has no relation to their subject matter."

Some faculty are under the impression that what goes on in the classroom - the reading or visual materials used, examination materials, the nature or sequence of discussion fall within the scope of academic freedom, and furthermore that as the developers, organizers and often the vehicle for delivery of these materials, that the classroom is a closed space where they are the sole owners of that intellectual property with the discretion to determine who shall have access to them and under what conditions. Put starkly, the perception is something like "I developed this course; I developed the materials used in it and it is mine."

While in some instances a single faculty member is the sole developer of a course and has personally developed all the materials used within the course, as a matter of law in New York

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state it does not follow that the faculty member in question has control over who will have access to those materials and under what circumstances. Public faculty in New York are well advised to acquaint themselves with a case decided unanimously by the highest court in New York, the Court of Appeals in 1993. In this case the petitioner, Frank Russo, filed a FOIL request for a copy of a film used in a Nassau Community College course in Human Sexuality. The college denied his request arguing that requested material was not a "public record" and as such it was not subject to disclosure. In making that argument the college drew a distinction between its administrative structure where policy documents are public records and its "academic and educational functions" where it argued materials were not public records. The college further claimed that it did not own the materials in question (the filmstrip), and that duplication was prohibited because the materials were protected by copyright. The matter of the copyright status of the material became moot when Russo amended his request to "inspect" the material rather than seeking a copy.

When Nassau Community College rejected Russo's FOIL request he first appealed to the Committee on Open Government which agreed with his assertion that the materials were subject to FOIL. After the college continued to deny him access to the materials he filed suit in State Supreme Court in Nassau County. In its briefs the college argued that release of the requested materials would have a "chilling effect" on academic freedom and would also violate the faculty member's First Amendment rights. The trial court rejected the college's arguments, ruled in Russo's favor and ordered release of the materials. The college, with supporting briefs filed by the State University of New York and by New York State United Teachers appealed the decision determining that classroom materials were not "public records" and hence were not subject to disclosure. Having reached that conclusion, the Appellate Division did not rule on other aspects of the case.

Russo appealed to the Court of Appeals. According to Ballotpedia, the Court of Appeals opinion established three important precedents. First the Court rejected the distinction between the college's administrative and educational functions. Nassau Community College is a public body that falls within the scope of the Freedom of Information Law. Second, and most important for college faculty, the Court held that classroom materials fall within the scope of the law. Finally the Court rejected the argument that classroom materials are "deliberative" which would have placed them outside the scope of the law. The language of the Court is expansive and instructive:

Respondents contend that the classroom environment in which the films are used is one of "deliberation" - not "final determinations." We disagree with respondents' characterizations of the items. Recognizing that the College has used them in the course for years, there is no valid reason to hold that the items used do not constitute "final agency policy or determinations."

Although respondents argue that the classroom environment is one of "deliberation," that in itself does not alter the status of the items used in the classroom. Respondents have not shown that the items petitioner seeks rest "squarely within the ambit of one of [the] statutory exemptions," thereby justifying respondents' refusal to disclose them to petitioner (*Matter of Fink v Lefkowitz*, 47 NY2d 567, 571, supra).

The question for public college faculty today is what does this all mean now more than twenty years after the Russo decision? To me, the meaning is clear. Anything that is disseminated in a classroom is subject to FOIL. Anything means just that, anything. It includes syllabi, handouts, exams, project descriptions. By exams I do not mean the individual exams of particular students

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(which would probably be protected) but rather the exam questions and format. It would almost certainly include audio and video recordings of classes where such exist. While the Court did not specifically address content in online classes, it would be hard for me to see how such an exemption could be carved out. If a student - or for that matter a non-student files a request for all distributed materials in an online course it is difficult to see how such a request could be denied.

On my own campus discussion of the Russo decision has been interesting. I believe that my colleagues are generally aware that anything that goes on in a course is subject to FOIL. But for many the requirement that requested material be made available does not mean that access should be easy. As an example, alluding to the protection of intellectual property, faculty in one department have chosen not to make course syllabi easily accessible. They are not stored on openly accessible web servers and some chairs only allow file copy access to the faculty member who created the syllabus. To be sure a faculty member who is suddenly asked to pick up a new course in one of these departments could compel disclosure through a FOIL request but junior faculty looking down the road at a tenure decision would not antagonize senior members of the department by taking such an action. When lecture capture became available a few years ago several faculty declined to permit it; if there is no video record there is nothing to disclose. Some departments capture their faculty meetings; some refuse to do so. Some faculty have objected to video recording of larger faculty or committee meetings over concerns regarding access to the recordings.

My experience here suggests that it is probably a good idea for faculty on all campuses to be periodically apprised of the Russo decision and to understand that the classroom is essentially a glass bowl.

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