

Final draft of the 5.6.16 Senate Minutes for Senate ESP send out review/acceptance at the 9.9.16 Senate meeting. Vm.

•COLLEGE SENATE•

Official Meeting Minutes

May 6, 2016-Butler 210, 2 p.m.

<u>PRESENT</u>			<u>EXCUSED</u>
Adamo	Hunt	Payne	Bajus**
Bayer	Jorden	Perreault	Hotchkiss
Ben-Merre	Kline	Rosen-Brand	Marren
Bewlay	Knowles	Santa Maria	McCarthy
Boorady	LeVine	Sarratori	*Potts(spring sabb.)
Brickhouse	Lewis	Shandomo	Reid
Conway-Turner	Maldonado	Shane	Sands O'Connor**
DeWind	Mayrose	Shephard	(1 yr. Sabb.)
Emo	McCarthy	Sherman	Shandomo
Ettestad*	McGovern	Stewart	<div style="border: 1px solid black; padding: 2px; display: inline-block;"><u>ABSENT</u></div>
Floss	McMillan	Tucceri	Abass
Fujiuchi	Mernitz	Velez	Aina
Gellin	Miller	Vince Garland	Djirakor
Gleckel	Morales	Wall	Irion
Goodman	Ninacs	Williams	Leminger
Grinnell			Lombardo
			Marcus-White
			Richards
			Wright
			Zhang

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•COLLEGE SENATE MEETING•

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CALL TO ORDER: *Senator McMillan* called the meeting to order at 2:04 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 Floss* seconded. The Senate agenda was approved.

PRESENTATION OF THE MINUTES: *Senator McMillan* presented the minutes of April 8th 2016. The minutes of 4.8.16 were accepted without modification.

REMARKS OF THE PRESIDENT

President Conway-Turner: Good afternoon. There are a few reports we will be providing this afternoon. First, I will be asking ***Vice President Payne*** to give an update on enrollment and housing. ***Vice President LeVine*** will provide an update on facilities and budget.

Enrollment Report Update- Vice President Payne

Undergraduate Application Status:

- 13,400 freshman applications for the fall 2016 semester
 - 13,436 for fall 2015.
 - 1,464 transfer applications for the fall 2016 semester
 - 1,629 for fall 2015.
- 7,412 freshman have been accepted for fall 2016
 - 7,368 for fall 2015
 - 594 transfers have been accepted for fall 2016
 - 618 for fall 2015.
 - 240 general freshman have been placed on a waitlist

Undergraduate Admission – Yield Efforts:

- Call campaigns

a. In office

- Honors calls completed on 4/20/16
- Compass calls to 536 accepted Compass students who have yet to acknowledge/deposit.
- EOP calls to applicants is expected to commence in early May.

b. Wilson Bennett Technology – Telecounseling Campaign

- April 29-30: Stop-out students or those students who have attended within the past two years but were not enrolled for spring 2016. These students are in good academic standing.
- May 1-4: Yield campaign targeted at new freshman and transfer students who have been accepted but have yet to acknowledge.

Final draft of the 5.6.16 Senate Minutes for Senate ESP send out review/acceptance at the 9.9.16 Senate meeting. Vm.

- May 4-5: Campaign for undergraduate and graduate students who attended spring 2016 but have yet to enroll for fall 2016. This will support the continuing student email campaign outlined below.

c. Transfer student yield events

- **Information Sessions**

- May 17, 2016
- June 21, 2016
- July 26, 2016

- **Transfer on the spot (TOTS) Sessions**

- June 6, 2016 in Buffalo
- June 8 & 9, 2016 in MNY, *includes a component to assist EOP applicants with completing the admission process*
- July 12, 2016 in Buffalo
- August 2, 2016 in Buffalo
- August 9, 2016 in Buffalo

- **Transfer Admission Website:** Currently working with College Relations to enhance the Transfer Student portion of the Admissions website to make it more user friendly and easier to navigate.

Continuing student email campaign

- Custom emails for students who were registered for spring 2016 but have yet to register for fall 2016. The emails are for undergraduate and graduate students that are in good academic standing.
 - 4/27/16 - one week after the last time ticket.
 - 5/9/16 - during CEP week when there will still be faculty advisers around campus.
 - 6/6/16 – four weeks after the second email and during summer Session A
 - 7/11/16 – five weeks after the third email which is during summer Session B
 - 8/8/16 – four weeks after the fourth email and during summer Session C
 - 8/22/16 – the week before classes begin

Graduate School Highlights:

- Several ads in *The Record* (campus) newspaper
- Sending congratulatory emails/letters to BSC graduating seniors.
- Email and telecounseling campaigns will also be used for continuing and returning students to help boost fall registration.

Communication plan activities are currently underway.

- weekly emails
- telecounseling campaigns

Recruitment events and participated in recruitment programs.

- Distinctive Graduate Programs Information Session
- Science and Mathematics Graduate Information Session
- Drop-In Information Sessions
- WNY Teacher Recruitment Days
- Company visit to Citi Bank as part of the Adult Consortium of Colleges and Universities
- Vender at several Elmwood-Bidwell Farmers Market on Saturday mornings.

Final draft of the 5.6.16 Senate Minutes for Senate ESP send out review/acceptance at the 9.9.16 Senate meeting. Vm.

Vice President Payne: Are there any questions?

Senator Sherman: You accepted 7,000 students, but that is not how many are attending, correct?

Vice President Payne: Right. Our acknowledgments have just started coming in. So it would be pointless to discuss yield at this point. Most accepted students will be acknowledging this month.

Senator McMillan: Why are there 240 students on the waitlist? What is different about those students?

Vice President Payne: Students on the waitlist are qualified for admission, but we have not admitted them pending responses from already accepted students. It is a very standard practice. These are students we would feel very comfortable with as general admits, but the group we have already accepted is slightly higher than those on the waitlist.

If there are no further questions, I wanted to respond to the president's charge in terms of our efforts to increase yield at this time. We have made calls to all of our honors students who have been accepted but have not acknowledged. We have also called all of our COMPASS students who have not acknowledged, and are now beginning to call EOP students whom have yet to acknowledge. One of our issues with EOP applicants is that we have a very high number of incomplete applications. We also have reached out to students who have "stopped out", meaning they attended Buffalo State within the past 2 years, but were not enrolled at Buffalo State in spring 2016. The point was to get a sense of why they had stopped out and if they planned to return to Buffalo State. We have also referred students who are experiencing issues with their major or with advising to their respective academic departments. Beginning May 1st, we began a teleconferencing yield campaign targeted at new freshman and transfers. That campaign is giving us a sense of where accepted students are acknowledging instead of Buffalo State. We are finding a higher number of our targets acknowledging at the University at Buffalo, given the fact that they have an effort to increase enrollment by 10,000 students. Given the available data at this point, it seems that we are losing a higher number of students to the University of Buffalo than we have in years past. Another school that has come up is John Jay College, in the New York City area. We are undertaking transfer on the spot sessions to increase yield in our transfer student population. We are also working with college relations to enhance to the transfer student portion of the admissions website in order to make it more user friendly. With the help of our CIO, we are mounting an email blast for students who were registered for spring, but have yet to register for fall. With regard to graduate school, several ads have been placed in school newspapers. We have also been sending congratulatory emails from our graduate office to graduating seniors here at Buffalo State. We will be launching similar email and phone call campaigns for continuing returning graduate students to help improve fall registration.

Housing Report Update- Vice President Payne

Residence Hall Occupancy by Class Year:

- First Year Students: 40%
- Sophomore Students: 35%
- Junior Students: 16%
- Senior Students: 9%
- Residency Requirement:
 - All full-time students are required to live on campus until they have earned junior-level standing (completion of 60 credits). Students who are married, single parents, veterans, transfer

Final draft of the 5.6.16 Senate Minutes for Senate ESP send out review/acceptance at the 9.9.16 Senate meeting. Vm.

students, age 21 or older, or commuting from the home of a parent(s) or relative (aunt, uncle, brother, sister, etc.) within a 35-mile radius of the Buffalo State campus are exempt from this policy.

First Year Student Occupancy Summary:

- 2015/2016 Bed Availability:
 - (Porter, Perry, Neumann, NorthWing, Cassety*)
 - 864 Beds (without triples)
 - 1263 Beds (with triples)
- 2016/2017 Bed Availability:
 - (Porter, Perry, Neumann, NorthWing, Cassety**)
 - 937 Beds (without triples)
 - 1363 Beds (with triples)
- First Year Residence Hall Opening Occupancy:
 - 2011 – 2013 (3 Year Average) 821
 - 2014 (Actual) 1148
 - 2015 (Actual) 1280
 - 2016 (Projected) 1344

* Cassety Hall First Yr. and Returning Student Housing ** Cassety Hall First Yr. Housing Only

Returning Student Housing Cancellations:

- Room Selection to Fall Residence Hall Opening:
 - 2011 – 2013 Average # Cancellations: 232
 - 2014 - 2015 Average # Cancellations: 364
 - Registration Requirement Review Enacted

Occupancy Management – 2016/2017

First Year Housing:

- Three Person Rooms Continue
- Cassety Hall Converted to All First Year Housing

Sophomore Student Housing:

- Tower 1 – “Sophomore Experience”

International Student Housing:

- Dedicated Housing for First Time Students

Returning Students:

- Lottery Based Room Selection

Transfer Students:

- Off Site Housing – Medaille College and Canisius College

• **Room Selection Priority Revision:**

- #1 - Current First Year (Rising Sophomore)
- #2 - Current Sophomore (Rising Junior)
- #3 - Current Junior (Rising Senior)

• **Requirements to Maintain Room Assignment – (June 1, 2016):**

- President Cabinet Review and Approval
 - Room Deposit Payment All Returning Students

Final draft of the 5.6.16 Senate Minutes for Senate ESP send out review/acceptance at the 9.9.16 Senate meeting. Vm.

- Registered for Fall 2016 Classes (minimum 12 credits)
- Room Assignment cancelled if student does not comply with requirements

SUNY Buffalo State- Housing Master Plan

Bishop Hall Conversion to First Year Housing

Bishop Hall Renovations

Consultants: Mach Architecture
Project Cost: \$16.1 Million
Design Start Date: February 2016
Occupancy Date: August 2018

Renovations Highlights

Bed Count – 207 Beds

Project Scope:

- MEP System Replacements
- Architectural Improvements
- Bathroom Enhancements (Single User)
- Exterior Façade Enhancements
- Amenity Spaces All Floors
- Connection to Exterior Quad

Vice President Payne: Are there any questions on the Housing report?

Senator DeWind: Do we have any numbers on whether the upperclassmen who have been bumped out of the dorms are returning or not?

Vice President Payne: There is no way for us to know that yet. We do know that a larger number of students are signing on to live at collegiate village. We will not know for some time how this policy affects enrollment and retention.

Senator DeWind: But you will be keeping track of that just in case?

Vice President Payne: Yes, definitely.

Senator Santa Maria: You mentioned the lottery system. What is the formula that you use for placing students on the list?

Vice President Payne: It has to do with when they applied for housing. In the past we had included things like GPA or preference for students to stay in the same room. This year, it has been based upon the dates a student applies for housing. Now the difficulty there is that the dates for a student's application window are already assigned.

Senator Santa Maria: I have been approached by a few students about transgender housing. Any thoughts on that?

Final draft of the 5.6.16 Senate Minutes for Senate ESP send out review/acceptance at the 9.9.16 Senate meeting. Vm.

Vice President Payne: We have not had a transgender housing raised as an issue. We do have transgender students. Right now, assignments are based on what a student tells us about their gender. Some institutions have completely taken the gender equation out of housing in certain halls. We have not done that yet.

Senator Emo: I was wondering if we have any services to help those students who have been displaced find housing? I have had several students raise that concern to me.

Vice President Payne: My advice to an upperclassmen who got assigned a late assignment date and you want to return to living on campus, get on the waitlist. For instance, STAC is always filled up until the first day of classes. After the first day of classes, we have vacancies where people have failed to show up. So we always take people off the waitlist, so that has been my advice to students.

Senator Emo: So are students being asked to pack their cars, drive from NY and hope for the best? When students come to me with these concerns, I would like to be able to give them answers.

Vice President Payne: Well hopefully they would store their goods here, and we help with that. But if a student did not receive an early enough sign up time, the best advice I can give them is to get on the waitlist.

Senator Mernitz: Do we have any figures on retention rates on tripling? As well as on the juniors and seniors who can't get housing? It seems that we need a better long term plan to address these issues.

Vice President Payne: Part of our long term plan is to increase our capacity for housing on campus by remodeling Bishop Hall. Design has already begun to do so. By August 2018 we will have the first of our renovations of existing buildings on line. South Wing is scheduled to be renovated shortly after Bishop, giving us an additional 207 beds. The future will also include developments off campus and will include our partnership with Greenleaf.

Senator Maldonado: I would like to go back to **Senator Emo's** concern. I'm wondering if in the future students can be given a lot of notice about the priority system so juniors and seniors will know what changes they need to make. Perhaps more educational programming can be offered. Perhaps offering social programs on how to lease, and how to budget. Hopefully we can make this transition easier for students in the future.

Vice President Payne: I agree. We did do more communication with students about this than we get credit for. But I think the type of education you just talked about would go a long way in helping our students in the future. I do want to comment on the notion of getting involved with directing students to different housing units. We generally want to avoid the liability of advising students to live under certain land lords.

Senator Stewart: I'm interested in hearing about how you came up with this priority system and how it will relate to retention and graduation. It would seem to me that juniors and seniors would be more likely to graduate, because they are closer. For me, as someone who attended college away from home, it was very comforting to me to know that I had somewhere to stay. I have had students say that they will not be returning to Buffalo State for this very reason. I have also heard students say that their parents will not be allowing them to return because their parents do not want them living off campus. I just want to understand the priority

Final draft of the 5.6.16 Senate Minutes for Senate ESP send out review/acceptance at the 9.9.16 Senate meeting. Vm.

system that would displace the juniors and seniors.

Vice President Payne: The driver in this whole issue, is the increased number of freshman. I do think that our problem with retention centers on the sophomore class. Another driver is the requirement that our freshman and sophomores live on campus. So we have got to figure out how to maintain the value added of the requirement that students live on campus. That corresponds with parents. Parents are traditionally more comfortable with their juniors and seniors moving off campus, rather than freshman and sophomores. And to your point, being that juniors and seniors are closer to graduating, they would be less likely to leave due to housing.

Facilities Report Construction Update-Vice President LeVine

Science and Mathematics Complex, Phase 2-Recently completed

During phase 2 of this multi-part project, the north wing of the Science Building has been renovated to house classrooms, labs and offices for departments in the sciences at a cost of \$30.9 million. Cannon Design was the consultant and LP Ciminelli was the contractor for this two-year project.

IMPACTS

The Phase 2 building was not used during spring 2016 but will be used this summer. Classes have been scheduled for summer sessions and all faculty will move immediately following commencement.

Projects in Construction during Summer 2016

Caudell Hall Renovation

This project is rehabilitating spaces for the Hospitality and Tourism; Health, Nutrition and Dietetics; Social Work; and Speech-Language Pathology departments. Classroom, lab and office spaces are being renovated, and the building exterior is being refurbished. BHNT Architects are the consultants for this \$21.2 million renovation. The project will be completed in fall 2016 and the building will be occupied during winter 2016/2017.

IMPACTS

- August 2016: Fences come down and sidewalks open
- Early fall 2016 (start of fall semester): Construction is completed and parking is restored
- Late fall 2016 (end of fall semester): Furnishing and equipment complete
- January 2017 (winter break): Occupancy
- January 2017 (start of spring semester): Return to full use

Buckham Hall B-Wing Renovation

This project is fully renovating an unoccupied wing of Buckham Hall to house departments moving out of Bishop Hall -- so that Bishop Hall may be returned to use as a student residence. Kideney Architects is the consulting firm for this \$8.2 million project slated for summer 2017 completion.

IMPACTS

- Now until August 2017: A portion of (student) Lot R-13 is offline
- August 2016 to August 2017: Building entrance between A and B wings will be closed

Final draft of the 5.6.16 Senate Minutes for Senate ESP send out review/acceptance at the 9.9.16 Senate meeting. Vm.

- Through August 2017: Disruption to the occupied portions of A Wing will occur due to noise of construction work in the B Wing:

Athletics Projects

To improve athletics facilities Buffalo State will install lighting at Coyer Field; resurface the outdoor running track; renovate the Sports Arena locker rooms; replace the indoor track in the Sports Arena; and replace the telescopic bleachers in the Sports Arena. The total costs for these projects – scheduled to take place between summer 2016 and fall 2017 -- will be \$3.2 million.

IMPACTS

Minimal impacts (such as temporary closure of the tracks while they are being improved) are expected over the course of this multi-part project.

Greenleaf & Company Private Housing Development

Developer Greenleaf & Company will begin construction on phase one of a private housing development on the Grant/Rockwell/Rees/Bradley block adjacent to the Buffalo State campus. This phase of the project – scheduled for completion by August 2017 -- will provide housing for 350 people (likely primarily Buffalo State upperclassmen) in an apartment-style residence. The facility will include several amenities for residents and will feature retail businesses at street level facing Grant Street.

IMPACTS

Due to its location, this project is not expected to cause significant impacts to the campus.

Rockwell Road Construction

During summer 2016 Rockwell Road will be affected by construction -- conducted by Richardson Center Corporation contractors -- at the intersection of Rockwell Road and the new Richardson Olmsted Complex entrance road. Partial closures of Rockwell Road are anticipated.

IMPACTS

We expect lane closures at various times during summer 2016.

Elmwood Avenue over Route 198 Bridge Replacement

Since June 2015 the New York State Department of Transportation has been at work on a project to replace the bridge on Elmwood Avenue over NY Route 198 and Scajaquada Creek. The project has necessitated various lane and off-ramp closures.

IMPACTS

Disruptions will continue through the summer and fall, concluding in late fall or early winter 2016. (Estimated completion is late November, with a contract completion date of December 31, 2016.)

ADDITIONAL CRITICAL MAINTENANCE DURING SUMMER 2016

ROOFING REPAIR

During summer 2016, roof repairs will cause short term loss of parking and grounds (used as staging areas) near these six buildings:

1. Buckham Hall
2. Bulger Communication Center
3. Butler Library
4. Campbell Student Union
5. Upton Hall

Final draft of the 5.6.16 Senate Minutes for Senate ESP send out review/acceptance at the 9.9.16 Senate meeting. Vm.

6. Twin Rise

Projects in Planning & Design during Summer 2016

Science and Mathematics Complex, Phase 3

During this phase of the project, the south wing of the Science Building will be demolished and replaced. The new south wing will include a planetarium, a greenhouse, labs, classrooms and lecture halls. The cost for this phase will be \$33.7 million, with construction planned from fall 2016 to summer 2019. Cannon Design is the consultant.

IMPACTS

- Construction begins in fall 2016. Significant impacts (disruption and noise) are anticipated because the project will include both demolition and construction work in close proximity to other buildings:
 - Our construction phasing plan and site logistics plan were developed specifically to minimize the impact on pedestrian traffic and assure safe access/egress. We are requiring demolition to be done in very controlled conditions to assure safety.
 - We will wash down the facades of Perry Hall and the Classroom building after demolition to remove the inevitable dust (even though we will require wetting of materials being demolished).
 - There is little we can do however about the noise, particularly for the exterior brick saw-cutting and foundation pile driving.
 - Safe pedestrian and emergency vehicle access routes around campus will be maintained at all times, but there will be closures of surrounding routes at various times throughout the project period.
 - No changes to the current parking arrangements are anticipated.

Center for Academic Success, Butler Library

As part of its Academic Improvement Plan, the campus will relocate, consolidate and centralize academic support services in Butler Library. The resulting Center for Academic Success will include a variety of areas for academic support including advising and tutoring spaces. Portions of the first and second floors of Butler Library will be reconfigured and upgraded to provide this space while also accommodating modern library trends. Costs are estimated at \$10 million.

- Short-term changes for Fall 2016
- Full project will take 3 years, with Spring 2019 completion

Upton Hall Phase 1, Infrastructure Improvements

This phase one project will include rehabilitation of the ventilation system for the north wing and specialized local exhaust systems; a new kiln room and new equipment in the glaze and clay mixing suite; and renovated spaces for the Metals/Jewelry program. This will be a \$4 million project.

Bishop Hall Renovation

By summer 2018 this project will return Bishop Hall to its original use as a residence hall for first-year students. In response to increased demand for student housing, the building will be converted to a corridor-style

Final draft of the 5.6.16 Senate Minutes for Senate ESP send out review/acceptance at the 9.9.16 Senate meeting. Vm.

residence hall with approximately 200 beds and private bathrooms. Kitchen, study, lounge and recreation spaces will be distributed throughout. This is a \$16.1 million project funded through the Dormitory Authority of the State of New York (DASNY). Mach Architects is the consulting firm.

Jacqueline V. LoRusso Alumni House and Visitor Center

This planned new building, to be approximately 10,000 square feet in size, will be located at the Grant Street campus entrance (southeast corner of Grant Street and Rockwell Road). It will provide meeting space as well as space for the Alumni Affairs Office. The center will serve as a starting point for tours and a location for special events. HOLT Architects in the consulting firm for this \$5.4 million project.

Steam Plant Study

This study will determine whether Buffalo State can replace its aging steam plant incrementally, while a portion of it is still operating: Extra space capacity in the building may allow for one part to be renovated while another part is still operating. Consideration will also be given to cogeneration of electrical power. RMF Engineers and Kideney Architects are the consultants for this \$150,000 study.

Great Lakes Center Dock

Buffalo State's Great Lakes Center is dedicated to investigating the ecology of the Great Lakes and their tributaries. The dock at the center's research facility (foot of Porter Avenue) is in need of replacement. A grant from New York State will be matched by the Oishei Foundation, and the college will pay the remaining expense. Total costs will be \$500,000.

- Construction planned for Summer 2017

There was no discussion following the Facilities report.

Budget Update-Vice President LeVine

Status of Campus Budget for 2015/16 and 2016/17

2015/16

- At this time last year we projected a \$3m deficit in State Purpose funds
- We are currently projecting a deficit of \$1.9m
- Savings accrued from the mild winter, and personnel savings in some units.
- Can't predict what units will do through the end of the year.
- Should be able to cover projected deficit with other State revenues, and not have to use campus reserves.

2016/17

- Rational tuition program was not continued → no new tuition revenue
- Overall SUNY funding was reduced by \$4.7m, our share is \$193,300. We will also be responsible for additional costs of \$2.4m for negotiated salary increases and DRP repayments, with no additional funding.
- State budget continued \$18m investment fund for another year (one-time funding). Can be distributed at the discretion of the SUNY Board of Trustees, and we are not sure how SUNY will decide to distribute. We pushed for a distribution in proportion to overall new salary commitments (\$23m SUNY-wide). SUNY CFO is leaning toward distributing to campuses with financial problems and limited cash. This would mean Buffalo State probably gets \$0.

Final draft of the 5.6.16 Senate Minutes for Senate ESP send out review/acceptance at the 9.9.16 Senate meeting. Vm.

- Overall deficit on State Purpose will depend on enrollments, and how SUNY handles the \$18m investment fund.
- Capital Budget - \$2m in additional funding added to the Executive budget by the legislature. We have been told to treat this as a one-time increase. Significantly reduced funding (\$25m/year to \$7m/year) and the lack of a long-term funding plan makes planning difficult and limits our ability to take on large scale rehab projects.

Senator Goodman: What is our reserve position right now?

Vice President LeVine: They want us to be between 10-25%, a justifiable range. We are near the top, but just under. We have about \$27m in our reserves.

Senator Goodman: You anticipate a \$1.9m deficit in stateside.

Vice President LeVine: We bring in approximately \$2.3m of revenue per year from other all funds sources. If we are at \$1.9m in the shortfall in the state purpose. If we are talking \$3m, then we would have to cut.

Retention Report-President Conway-Turner

President Conway-Turner: I want to share with you some recommendations I am approving. As you know the President's Committee on Undergraduate Retention (CUR), the Campus Advisement Committee (CAC) and the Standards for Students committee, submitted reports and recommendations to me this spring regarding student success. These reports and recommendations were particularly helpful this year as we move forward with strategic planning and focus on retention. I would like to thank both of those groups. I appreciate your commitment and patience, and the many hours that went into the reports. I also want to express my appreciation for the senators who reviewed the reports, and in April submitted a senate response to the recommendations. These reports, comments and recommendations were very helpful in helping us understand the complex issue of retention that we even today, in our discussions, continue to highlight in a number of ways. I would also like to thank those from the floor from April who addressed these issues, and provided comments. After careful consideration of all reports, I am approving the following:

- 1) The President's Committee on Undergraduate Retention (CUR) will be the oversight body that will assist and evaluate existing and new programs particularly as they relate to retention and completion.
- 2) The annual goals that were articulated in the committee on retention, which are consistent with the SUNY goals that have already been approved by the campus, I approved those goals as well. I hope that we will be able to meet or exceed the goals laid out in that report. Including a first year retention rate of 79% by the year 2020.

Several means to recruit students of high performance were recommended. To that point, I am approving the following:

- 1) The **Provost** was charged to explore and implement ways to increase the size of our honors programs and honors-like programs.
- 2) **AVP Alonzo** will lead the strategic enrollment committee to enhance strategies to attract and enroll larger amounts of students who by their initial input, suggest high success at Buffalo State.
- 3) The **Provost** and **VP Payne** are directed to explore ways to increase the living and learning communities on campus.

Final draft of the 5.6.16 Senate Minutes for Senate ESP send out review/acceptance at the 9.9.16 Senate meeting. Vm.

Several recommendations were made regarding best practices that would serve all students at Buffalo State. That is why I am approving the following.

- 1) **Provost Perreault** I am directing to develop and implement mandatory advisement across campus by fall 2017. This will require review of various advisement loads and various distinction between departments. This will likely include a mixed model of faculty and professional advisors. The provost will develop and implement a financially sustainable advisement model for campus.
- 2) **Provost Perreault** is also directed to complete the designed Academic Support Center, which will be located in the library to meet student needs. This will begin with phase 1 this fall, with full implementation in 3 years.
- 3) **Provost Perreault** is also directed to implement mid-term grading across all undergraduate levels.

Senator McMillan: Are there any questions for the President or Provost?

Senator Knowles: My question is for **President Conway-Turner**. You said that we will be implementing mandatory advisement. Is that every semester for every student?

President Conway-Turner: Yes, every semester, every student. The date for implementation is fall 2017.

Senator Knowles: We will be balancing advisement loads, correct?

President Conway-Turner: Yes, I will let the provost speak to that.

Provost Perreault: I think everybody gets that there are differing loads across campus. One of the tasks I am charged with is, finding good strategies to balance it out. Some of it will be mixed professional advising. Some might be training faculty with very small advising loads to pick of 5 or 6 or 7 advisees.

Senator Mernitz: **President Conway-Turner**, you indicated looking into classes with a high DFW rate. Could you elaborate on that?

President Conway-Turner: The deans under the direction of the provost will be looking into why certain courses may have a DFW of over 30%. We are particularly concerned with instances in which several sections of the same course is taught, and one where maybe some sections that have a high level.

Provost Perreault: The conversation that will be sparked is would faculty be willing to look into supplemental instruction. Why are students struggling? Is it a math issue? A writing issue? This will not be about lowering standards, it is about assisting students to become successful in that class.

Senator Stewart: Regarding the report on the bookstore. I spoke with other faculty on the topic of getting our book orders in early. Why do we have to get our book orders in so soon? For example, I think they are due in March of the spring semester and October of the fall semester. Let's say you are teaching with 2 new textbooks; we would not have a chance to assess the effectiveness of that textbook.

Provost Perreault: The first answer is federal law. The Higher Education Opportunity Act (HEOA) mandates those dates. The other issue, is to benefit our students. The earlier students know about a textbook, the better it is. There is also a myth that the bookstore makes a ton of money on books, but they really don't. The book

Final draft of the 5.6.16 Senate Minutes for Senate ESP send out review/acceptance at the 9.9.16 Senate meeting. Vm.

store is very interested in working on lowering the cost of books for students. Even on Monday we only had 39% of our book orders in, which is abysmal.

Senator McMillan: One of the things the bookstore let me know; if they have all the book orders in before finals week, they can give students better prices on buybacks. So even if we get them in by the beginning of May, we could save students a lot of money.

REMARKS OF THE CHAIR

Senator McMillan: Thanked the Senate for allowing her to do this job and for being elected to serve as Chair of the Senate for a second year. She then presented the Senators receiving Service Certificates.

Provost Perreault presents **Dr. McMillan** with a certificate of appreciation for serving as Chair of the College Senate for the 2015-16 academic year. Then **Senator Grinnell** presented **Senator McMillan** a gift from the Committee Chairs and Assistant to the Senate.

Senator McMillan projected names of those receiving service certificates and thanked everyone for their hard work and dedication. The following Senators received a certificate:

SIX YEARS-TWO TERMS OF SERVICE

- Joe Marren (UFS) (SAH), Dianne McCarthy (SOE), Patrick McGovern (SNSS), Kevin Williams (SNSS)

THREE YEARS-ONE TERM OF SENATE SERVICE

- Josie Adamo (ProStaff), David Ben-Merre (SAH), Ken Fujiuchi (At-Large), Dianne McCarthy (SOE), Anthony Hotchkiss (SOP), Amitra Wall (At-Large)

ONE YEAR-OF SENATE SERVICE

- Warren Gleckel (SOE), James Mayrose (Presidential Liaison), Daniel Velez (Presidential Liaison)

ONE YEAR-OF STUDENT SERVICE

- Idriss Abass, Oluwaseyi Christina Aina, Chanel Djirakor, Nicholas Irion, Derek Jordan Lanning-(USG-President), Emily Leminger-(USG-V. President), Money Lewis-(Grad student), Diaisha Richards-(USG-Treasurer), Daequan Shane, Joseph Tucceri-(Grad student, Chair Student Welfare Committee, Agenda Committee rep), Tahnee Marcus-White, Tremaine Wright

VICE CHAIR AND PARLIAMENTARIAN

Senate Vice Chair

- Howard Reid (SNSS)

Senate Parliamentarian

- Slade Gellin (SOP)

STANDING COMMITTEE CHAIRS OF THE COLLEGE SENATE

- Jason Grinnell-Academic Plan Committee (APC)
- Fred Floss-BSAC-Budget Staff and Allocations Committee (BSAC)
- Kevin Williams-By Laws & Elections Committee (BL&E)
- Marc Bayer-College Senate Curriculum Committee (CSCC)
- Amitra Wall-Faculty and Staff Welfare Committee (FSW)
- Scott Goodman-Instruction and Research Committee (I&R)
- Heather Maldonado-Standards for Students Committee (S4S)
- Joe Tucceri (Chair)-Student Welfare Committee (SWC)
- Amy Rosen-Brand (faculty V. Chair)-Student Welfare Committee (SWC)

Final draft of the 5.6.16 Senate Minutes for Senate ESP send out review/acceptance at the 9.9.16 Senate meeting. Vm.

COMMITTEE REPORTS

***ALL FINAL REPORTS ARE POSTED HERE:**

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

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

Senator Williams: Today I will give you the results of the School elections, At-Large, UFS and the Caucus.

Caucus results:

Officers of the Senate 2016-17:

Chair of the Senate: Amy McMillan-(SNSS)

Vice Chair of the Senate: David Ben-Merre-(SAH)

Parliamentarian: Slade Gellin-(SOP)

Standing Committee Chairs for 2016-17:

APC Chair: Jason Grinnell-(SAH)

BSAC Chair: Fred Floss-(SNSS)

BL&E Chair: Lynn Boorady-(SOP)

CSCC Chair: Karen Sands O'Connor-(SAH)

FSW Chair: Maria Brickhouse-(EOP)

I&R Chair: Scott Goodman-(SNSS)

S4S Chair: Heather Maldonado-(UNC)

SWC Chair: TBA Vice Chair: Amy Rosen-Brand-(Dis.Serv)

School and Professional Staff Election Results:

School of Arts & Humanities

David Ben-Merre-(ENG)

Bhakti Sharma-(INT.DES)

School of Education

Andrea Nikischer-(Ad.Ed.)

Christopher Shively-(El.Ed.Read.)

School of the Professions

Constance Qualls-(SLP)

Ramona Santa Maria-(CIS)

School of Natural & Social Science

Martin Ederer- (HIS)

David Ettestad-(PHY)

Professional Staff Caucus

Melaine Kenyon-(IT)

Lisa Morrison-Fronckowiak (DSO)

At-Large and UFS Results:

At-Large

Ho Eui 'Holly' Bewlay-(SAH)

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Amy Wilson-(Higher Ed. Admin.)

UFS

Amitra Wall-(UNC)

Alt UFS

Heather Maldonado-(UNC)

Finally, some business of the committee from the past year; we had some recommendations, and we will not be voting on them. They will appear with more explanation in our full final report over the summer. We were asked to look at a few things. One of them is looking at contingent faculty representation on the College Senate; this is just a recommendation that we continue to look at this during the current year, combining work from By-Laws and Elections along with Faculty and Staff Welfare. As we discussed it, there were some issues brought up that we did not have answers to, and it seemed to be a larger project. Making sure that contingent faculty have appropriate representation should be work that continues next year. We were also asked to look at possibilities of term limits of members on committees. Instead of coming up with another policy, we decided to come up with a non-policy approach. So we recommended that over the summer that the Chair of the Senate work with the Chairs of the Standing Committees to oversee that some committees acquire new members. This could call first for asking volunteers to step off of the committee then if necessary identify who is inactive and long serving members and to remove them from committee. There are no opportunities for new and junior faculty to join a committee. The committee chairs do have the power to set the roster pending approval of the College Senate. If this does not work, then we might consider proposing an actual policy in coming years. The other issue was whether or not a chair should be able to serve on the committee if they are on sabbatical for a semester or two. After discussions we found that there was no need for a policy, since policy already exists for the chair of the college senate to replace a committee chair for various reason. So our recommendation was to not come up with a new policy for that issue.

Student Welfare Committee-Joe Tucceri, Chair, Amy Rosen-Brand Vice Chair

Senator Tucceri gave his committee's Final report- <http://collegesenate.buffalostate.edu/college-senate-standing-committees>

There was no discussion following the final report.

Senator Tucceri then presented the Involuntary Leave. **(See Appendix A)**

Senator Tucceri: We have been trying to implement this for a couple of years. It is designed as a last stop program to protect individuals on campus from direct threats. It was brought to us by VP Payne, Senate Chair McMillan, three senate committees; SWC, Faculty and Staff Welfare and Standards for Students have all vetted this and received feedback. It has been updated from the 2015 version which was approved by SHAC and it was also vetted by the Student Council. The active members of SWC have unanimously to support the implementation of this policy. We recommend that this be implemented for the 2016-17 academic year. This policy is a last step effort after all other attempts have been taken to thwart threats, solve the problem or help the student that may cause these problems on campus.

Senator McMillan noted that this is not being voted on. The administration has said that they would like to implement this policy. We are very glad they have allowed us to look at this again. Is there any feedback?

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Vice President Payne answered questions:

There were a number of questions from the three committees. I would like to thank them and the Senate Chair for referring this to the three committees, their feedback and work on this.

Involuntary Leave Policy-Background

We are proposing the involuntary leave policy because the office of SUNY Legal Counsel has recommended that campuses adopt involuntary leave policies for students who present an imminent health and safety risk to the campus community.

Response to Senate Committee Questions:

1. How does the proposed policy apply in cases where a student threatens to cause “harm to self?”

A decision to temporarily suspend a student under this policy and impose an Involuntary Leave may only be made after a finding that the student poses a direct threat to the campus community based on the assessment criteria described below.

Assessment Criteria

A finding that a student poses a direct threat to the campus community will be based upon evidence that the student has...

- *engaged, or threatened to engage,*
- *in behavior which poses imminent danger or*
- *would directly and substantially impede the lawful activities of others.*

Direct Threat standard also requires that the assessment will be:

- *individualized and objective,*
- *based on reasonable medical judgment and*
- *focused on the student’s ability to safely participate in campus life*

Further requirements include the need to ascertain:

- *the nature, duration, and severity of the risk;*
- *the probability that the potential injury will actually occur; and*
- *whether reasonable modifications of policies, practices, or procedures or the provision of auxiliary aids or services will mitigate the risk.*
- To further strengthen our policy, we included in the proposed policy language taken from recent Office of Civil Rights resolution agreements with campuses that had run afoul of the required standards. That language is:

Reasonable modification to policies, practices and procedures will be made as necessary to afford goods, services, facilities, privileges, advantages or accommodations to individuals with disabilities unless making the modifications would fundamentally alter the nature of the goods, services, facilities, privileges, advantages or accommodations.

Finally, we state in the policy that the assessment of whether involuntary leave can be applied:

- ...will include a determination whether there is a high probability of substantial harm and not just a slightly increased, speculative or remote risk.

2. How much time is allowed for a student to elect a voluntary leave of absence before being removed involuntarily?

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- This would vary with the circumstances, including considerations of parental involvement, whether a student remains hospitalized, information received from health care providers and other factors that might be involved.
- 3. How long would the Involuntary Leave remain in effect?**
- We expect the involuntary leave to remain in effect until the student provides medical documentation which addresses the student's ability to function on campus and in the residence halls, if a resident student. If warranted, the student may be required to comply with certain requirements upon their return, such as participation in counseling. Once a student is cleared to return, the applicable policies for returning to school would take effect:
 - If the student was cleared to return within the 2-year time period allowing the student to simply register for courses, that policy would apply.
 - If more than 2 years have passed, the policy requiring an application for readmission would apply.
- 4. Does the Involuntary Leave policy apply to Buffalo State College students studying abroad or participating in an off-campus program sponsored by the college?**
- Yes. The policy covers all Buffalo State students while enrolled in any programs sponsored by the college, regardless of the location where the program takes place.
- 5. Can a student placed on involuntary leave return to campus?**
- No. As stated under item "e" in the preface, students placed on involuntary leave may not return to campus to visit friends or utilize campus facilities until such time as they can demonstrate their ability to function appropriately in an academic and, if applicable, residence hall setting.
- 6. What happens to semester grades?**
- Where applicable based on agreement by a student's professor, incomplete grades can be assigned. Otherwise, involuntary leave grades convert to W grades. W's are listed for each course on the student's schedule and on the transcript.
- 7. What happens to tuition, fees, books and other charges that were paid?**
- The applicable rules governing refunds of tuition, fees and other charges would apply, along with options for petitioning for waiver of fees, when appropriate.
- 8. Other comments:**
- We received very helpful comments from each of the Senate committees mentioned earlier on items dealing with wording, grammar and suggested areas in need of clarification. Those comments will help to improve the wording of the involuntary leave policy statement and we will review and incorporate those suggestions where appropriate in the final text of the policy.

Senator Rosen-Brand: What type of grading would appear on final transcripts? Could it be coded like a medical leave?

Vice President Payne: The student has a leave; if the grade is not resolved during the semester all that is clear is that the student has an involuntary leave and it would not appear on their transcripts.

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Faculty & Staff Welfare Committee (FSW)-Amitra Wall, Chair (See Appendix B)

Presents Final report - <http://collegesenate.buffalostate.edu/college-senate-standing-committees>

There was no discussion following the final report.

Senator Wall: In terms of the final report, the charge is that the committee shall be responsible for all matters concerning faculty and professional welfare. We work in conformity with the current contract negotiated by the bargaining agent for the State University of New York along with the bylaws of the college senate. Eleven of the 12 committee members plan to return. One faculty member is not returning. Five members are renewing their membership for an additional two years. This past year, the committee worked in two subcommittees. We had a faculty welfare and a staff welfare subcommittee. I would like to thank **Senator Anthony Hotchkiss** for chairing the faculty welfare subcommittee. As well as Nicholas Mahoney for chairing the subcommittee for staff welfare. We had a lot of discussions, including quality teaching, evaluations, safety on campus, and the use of EAP, all with no action. We did have action regarding the philosophy of community policing. We also presented the Buffalo State College Creed.

Senator Wall then presents; **Buffalo State Creed Policy for vote**

In terms of the Creed, last month we presented the 'whereas statements', as well as the actual Creed. At the April Senate meeting, **Senator Knowles** suggested implementing a catch phrase. The Creed is meant to facilitate a conversation and reflection on behavior. We do have our first year students participating in the pledge. "Each individual at Buffalo State College is integral to the realization of our mission, vision, and core values. And is responsible for demonstrating behaviors that our consistent with the compact for a civil and caring academic community". As a reminder, the Creed does state, "As employees at Buffalo State College, we support its mission, vision, and values. We are committed to academic, professional, and service excellence. We are dedicated to treating all persons and their ideas with respect. We are willing to work collaboratively to address conflicts with integrity and good will. As employees, we pledge to model the behaviors consistent with the expectations for students as outlined in the compact for a civil and caring academic community."

In terms of slogans, we boiled it down to two. "Bengal pride, do your part" and "Uphold, model, and lead the BSC way".

Senator McMillan: We have had conversations about this since it was brought up last month. One of the concerns is that this is also what is in our vision and values statement. It can also be found in some of our policies. So there have been some questions on why we need to create a Creed. However, we are open to any conversation about this right now. What we have up here came from the Professional Staff Caucus. They have given us some background on what this is all about. The idea was to make sure that all employees at Buffalo State are under the same rules, guidelines, and expectations. If we feel like we should be modeling these behaviors, then why not put it in writing? Another comment that has been made is that Creed is maybe not the best name. Perhaps something like "conduct for a civil and caring community" would be a better fit.

Senator Velez: Just to clarify, is this regarding the behavior of faculty and staff?

Senator McMillan: This idea is for everyone who works on our campus, and everyone who is on our campus.

Senator Maldonado: My concern about the Creed is putting something like this in place, instead of actually taking action for policies that we do have in place. I am afraid that something like this will deter us from acting

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to correct behaviors that we find egregious. While I understand the comparison to the compact for a civil and caring community, I think it is different for students who are opting into are environment, and are transitional in our environment instead of being long time members of our community. I'm concerned that this might deflect us from taking action, where action needs to be taken.

Senator McMillan: What we would like to do is to decide whether or not to adopt this Creed. Is there anything else that we would want to adopt or change?

Senator Ettestad: Can we change the name to the Buffalo State Code of Conduct?

Senator McMillan: Would you like to make that amendment?

Senator Ettestad: Yes.

Senator McMillan: We need a second. The Senate body seconds.

Senator Floss: Can you restate the new name?

Senator McMillan: Buffalo State College Code of Conduct.

Senator Floss: I would object to this being a code of conduct. A code of conduct is something that has legal implications. There are a number of issues, if this would be a code of conduct. Particularly with faculty members being accused of violating this code of conduct, as we have seen across the country. So I would be very worried that we would be giving up our academics so that we all feel good. That is a problem.

Senator McMillan: All in favor of changing the name of the Creed to Buffalo State College Code of Conduct. The Senate did not approve. Nay carries.

Senator Bewlay: Are there any consequences for not following this Creed? For example a disagreement between a teacher and student?

Senator McMillan: The Creed was developed to focus on the relationships between people working on campus. The actual language of the Creed states "As employees at Buffalo State College, we support its mission, vision, and values. We are committed to academic, professional, and service excellence. We are dedicated to treating all persons and their ideas with respect. We are willing to work collaboratively to address conflicts with integrity and good will. As employees we pledge to model the behaviors consistent with the expectations for students as outlined in the compact for a civil and caring academic community." So this would include the employee treatment of students, as indicated by "all persons".

Senator DeWind: I do not like the idea of being encouraged to treat all ideas with respect, in that I do not want that thrown in my face if I am feeling argumentative about an idea that happens to be particularly bad. Working with computers, we do often face ideas which are very bad. I do not want to be compelled to be respectful of these bad ideas, or those being belligerent. I try to be nice to them, but do not want to spend the

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time being respectful of something that is not going to work.

Senator McMillan: Under this Creed, they are supposed to be respectful to you as well.

Senator Ninacs: If we perceive that we have an issue on campus, then this is not really going to do anything. We are spending an awful long time talking about it instead of moving on to really pressing issues. So I move to table it.

Senator McMillan: So my question is do we postpone it, or do we vote on it? Postponing brings it back in the fall.

Senator Parliamentarian advises **Senate Chair McMillan** to ask for a motion to postpone until next fall.

Senator McMillan then asks for a second, hearing a second **Senator McMillan** then asks the Senate to vote in favor of postponing this until the fall. Senate votes in favor of postponing, motion carries, postponement approved.

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

Senator Goodman presented for discussion:

Distance Education Policy language change to the *(See Appendix C for motion)*

Senator Goodman: This is from DOPS. Changes were made from the last meeting. One line deleted. The name was changed from Distance Learning to Distance Education.

Senator McMillan: Any questions or comments? Relevant to the current policy.

Senator Floss: I want to go on the record as stating about; (B) the copyright policy is in violation of both the Board of Trustees policies, and the contract appendix letters on this, with respect to the performance programs taking away copyright protection from people with performance programs. Therefore I ask that this be tabled and that we can correct the rest of the policy, or at least if it does go through that it be looked at again next year to insure that we are in compliance with those guidelines.

Senate Parliamentarian Gellin advised Senator McMillan to suggest to Senator Floss in making a motion to postpone or motion to bring back to committee

Senator McMillan then directed attention back to **Senator Floss** to motion for postpone.

Senator Floss proposes a motion to postpone this policy in the second half. **Senator Mernitz** seconds the motion.

Senator Goodman: (speaks against motion to postpone) The policy in front of you does not substantially change in that regard, it is already in place, we are already under this policy. I agree that it should be looked at again, and that remains a heavy lift, but the parts we did change to this are important changes.

Final draft of the 5.6.16 Senate Minutes for Senate ESP send out review/acceptance at the 9.9.16 Senate meeting. Vm.

Senator McMillan: Any other comments on this motion to postpone? If we agree to postpone, we are sending it back to committee for a different and substantial change. The changes in the policy we are currently considering did not change the policy from 2002 that **Senator Floss** is talking about. If we choose to postpone the policy from 2002 remains and goes back to committee. Does everyone understand what we are going to vote on?

Senator Knowles: If we vote to pass this now, can we ask I&R to look at 2002 issue separately?

Senator McMillan: Yes we can, I will charge the committee next year to look into that. All those in favor of postponing until we bring it back to committee? The nays carry. Postponing has failed. All in favor of current policy? Motion carries, approved.

Senator Goodman then presents the motion for **CEP Policy in DOPS**. Study day was eliminated in light of the academic calendar changes that were adopted. Study day was required in the previous CEP Policy, that section has been removed.

Senator Maldonado asked if the name of this policy can be changed to Final Exam Week. **Senator McMillan** was advised by **Senate Parliamentarian Gellin** that this was a separate issue and could not be done now. **Senator McMillan** stated she would charge the committee next year to look at a name change.

Senator McMillan: All those in favor of the revised CEP Policy? Motion carries, approved.

Senator Goodman then presents the final motion:

Outsourcing Motion

Be it resolved that in order to maintain academic integrity and to ensure that the curriculum is the purview of the faculty, Buffalo State will not contract with third-party vendors to deliver classes that carry Buffalo State credit.

Senator McMillan: Are there any questions or comments?

Senator Santa Maria: Do we currently have third party vendors?

Provost Perreault: We no longer contract with third party vendors.

Senator McMillan stated that by approving of this motion, it will mandate that third party vendors will not be allowed at Buffalo State College.

Senator Santa Maria: Does this violate UUP contract?

Senator Goodman: There are some accreditation issues, but some are allowed by accrediting bodies.

Senator McMillan: All those in favor of this motion? Approved.

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Senator Goodman present the final report. <http://collegesenate.buffalostate.edu/college-senate-standing-committees>

There was no discussion following the report. *Senator Goodman* then left to return to the 173d UFS Spring Plenary at SUNY Brockport.

Standards for Students (S4S) – Heather Maldonado, Chair

Presents Recommendation for Certificate review and the committee's final report.

Senator Maldonado: S4S reviewed the need for Buffalo State College to create a policy on Certificate and Advanced Certificate creation. What we determined is that there is not. There is quite a bit of guidance from SUNY that talks about what it takes to create a certificate proposal and advanced certificates. The hyperlink takes you to the site. S4S would like to avoid issues in the future. We do have some recommendations for the administration to keep us in compliance.

Recommendation on Certificate Programs

Introduced at the May 2016 Senate Meeting
by the Standards for Students Committee

Whereas many departments and programs at Buffalo State currently have, or are interested in developing, certificate programs;

Whereas SUNY has detailed criteria that addresses [certificate and advanced certificate program](#) creation and approval that is readily available and regularly updated on [SUNY's Academic Affairs' Academic Program Planning website](#);

Whereas Buffalo State, as a SUNY institution, must follow SUNY policy;

Whereas creating a duplicative local policy may lead to administrative inefficiency on campus and non-compliance with changes to SUNY policy,

Therefore:

The Standards for Students Committee recommends that Buffalo State:

- A. Review all current credentials and awards that are named "certificates" and campus policies (i.e., 1986 DOPS policy IV:06:00 regarding proposals for graduate certificates) to ensure compliance with SUNY certificate policy,
- B. Either update out of compliance credentials and awards to comply with the SUNY certificate policy or rename the credentials and awards to something other than "certificate,"
- C. Educate the campus community (e.g., Senate Curriculum Committee, department chairs, faculty interested in curriculum innovation) on the SUNY certificate and advanced certificate program proposal requirements and process,
- D. Create new certificate programs that are in compliance with the SUNY certificate policy, with special attention to credit ranges, permissible credit overlap with majors/minors/general education requirements, financial aid eligibility, and gainful employment reporting requirements,
- E. Regularly review campus programs, policy, and procedures related to certificates to ensure compliance with SUNY and maximal student impact.

Senator McMillan stated to the Senate that both the President, and Provost have been informed of this.

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Senator Maldonado then presents her committee's final report. <http://collegesenate.buffalostate.edu/college-senate-standing-committees>

There was no discussion following the final report.

Budget and Staff Allocations-(I&R) Senator Fred Floss, Chair

Senator Floss presents his committee's final report. <http://collegesenate.buffalostate.edu/college-senate-standing-committees>

There was no discussion following the final report.

College Senate Curriculum Committee (CSCC)- Marc Bayer, Chair

Senator Bayer: presented the CSCC Final Report. <http://collegesenate.buffalostate.edu/college-senate-standing-committees>

There was no discussion following the report.

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

Senator Grinnell: Final Report. <http://collegesenate.buffalostate.edu/college-senate-standing-committees>

There was no discussion following the report.

UNFINISHED BUSINESS -There was no Unfinished Business

NEW BUSINESS-There was no New Business

CONSTITUENT QUESTIONS (CQ's)

- There were no CQ's.

Adjournment: 4:45 pm

APPENDICES

Appendix A

Involuntary Leave Policy motion presented by Student Welfare Committee, Senator Joe Tucceri, Chair and Senator Amy Rosen-Brand, Vice Chair
Buffalo State College
Student Health Advisory Committee
Recommendation to Adopt an Involuntary Leave Policy
April 30, 2015

Whereas there are times when the academic, social and personal pressures associated with a campus environment create difficult challenges for individual students; and,

Whereas Buffalo State provides a health center and a counseling center to address the physical and emotional needs of students or refers students to off-campus facilities and service providers when needed; and,

Whereas despite these efforts at support, some students cannot adequately be helped by available facilities and/or refuse to accept recommended emotional and/or medical treatment; and,

Whereas the unrelieved pressures of coping with the demands of college life may cause some students to be unable to function effectively in the residential or college community -- that is, without harming others or disrupting the college community; and,

Whereas the student judicial process is available to address behavior that has already occurred there is at the same time a compelling need to prevent harmful behavior before it occurs by responding to information that indicates a student's intention to engage in harmful behavior;

Therefore the Student Health Advisory Committee strongly recommends that the College adopt a policy allowing the placement of a student on involuntary leave of absence following a prescribed set of procedures as delineated in the Student Health Advisory Committee's proposed Involuntary Leave Policy.

Student Health Advisory Committee: Proposed Involuntary Leave Policy

Buffalo State College
Student Health Advisory Committee
Proposed Involuntary Leave Policy
Approved by SHAC on April 29, 2015
Revised on April 20, 2016

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Preface: There are times when the academic, social and personal pressures associated with a campus environment create difficult challenges for individual students.

Buffalo State provides a health center and a counseling center to address the physical and emotional needs of students. Students whose needs are beyond the resources of these offices will be referred to off-campus facilities and service providers when possible. However, students who cannot adequately be helped by available facilities and/or refuse to accept recommended emotional and/or medical treatment and whose resulting behavior renders them unable to effectively function in the residential or college community -- that is, without harming others or disrupting the college community - may be required to leave the college following the described procedures below.

- a. Where appropriate, the student judicial process will be used to address behavior that has already occurred or behavior which may have violated the provisions of the code of conduct.
- b. If the concerning behavior has not occurred but information has been provided to the college about a student's intention to engage in harmful behavior that may potentially occur, the code of conduct may not apply, requiring a review of the student's status under this Involuntary Leave of Absence Policy.
- c. When appropriate and as a preferred response, the student will be encouraged to elect a voluntary leave of absence in order to obtain care from their family and/or local health care providers.
- d. If the student declines a voluntary leave, and the code of student conduct is determined by the Vice President, Student Affairs or his designee to be non-applicable to the circumstances, the College may determine that placement on involuntary leave under the following policy is warranted.
- e. A student placed on involuntary leave will be required to leave the campus, stop attending classes, vacate their residence housing (if applicable), and not return until approved to do so. Faculty will be informed if a student enrolled in any of their courses is placed on involuntary leave.

Policy and Decision: In the legitimate interest of Buffalo State College in protecting the safety and welfare of specific individuals and/or the general public, the College President, Vice President for Student Affairs or their designee may temporarily suspend an individual from Buffalo State College programs or privileges. This temporary suspension is an Involuntary Leave from the campus. A decision to temporarily suspend a student under this policy and impose an Involuntary Leave may only be made after a finding that the student poses a direct threat to the campus community based on the assessment criteria described below.

Assessment Criteria: A finding that a student poses a direct threat to the campus community will be based upon evidence that the student has engaged, or threatened to engage, in behavior which poses imminent danger or would directly and substantially impede the lawful activities of others. This assessment will be individualized and objective, based on reasonable medical judgment and focused on the student's ability to safely participate in campus life. The Counseling Center, the Health Center, or other medical professionals will be consulted in order to ensure that the assessment is consistent with the most current medical knowledge. University Police, the Students of Concern Care Team and other relevant parties may also be consulted to ascertain: the nature, duration, and severity of the risk; the probability that the potential injury will actually occur; and whether reasonable modifications of policies, practices, or procedures or the provision of auxiliary aids or services will mitigate the risk. Reasonable modification to policies, practices and procedures will be made as necessary to afford goods, services, facilities, privileges, advantages or accommodations to individuals with disabilities unless making the modifications would fundamentally alter the nature of the goods, services, facilities, privileges, advantages or accommodations. The assessment will include a determination whether there is a high probability of substantial harm and not just a slightly increased, speculative or remote risk.

Procedure: A student placed on Involuntary Leave will be required to leave Buffalo State College and its premises within a prescribed period of time. Depending on the circumstances immediate removal from campus may be warranted, while other times a longer period of up to 48 hours may be allowed. Buffalo State College is not responsible for transportation and/or lodging costs incurred due to Involuntary Leave action taken. The Vice President for Student Affairs, or designee, may provide assistance for the aforementioned costs when a showing of financial constraint is provided.

Return from Involuntary Leave: Prior to his/her return, the student will be required to demonstrate through a psychological/medical evaluation that the student can safely return to the campus. This evaluation will be shared with the Vice President for Student Affairs or designee, who, in consultation with appropriate medical or counseling personnel, will make the final determination in writing to the student. As a condition of the student's return to the College, a contract may also be developed which prescribes responsibilities and terms of return to the student. This contract will be administered by the Vice President for Students Affairs or designee. Failure to comply with such a contract may result in immediate suspension and/or dismissal from Buffalo State College. In all cases, the college will set a reasonable and prompt timeline for readmission to the college.

Appeals: The following procedures shall apply if a student wishes to appeal an Involuntary Leave decision:

1. The appeal must be provided in legible writing, or in type-written format, outlining the reasons for the appeal, within 7 days of the Involuntary Leave action made by Buffalo State College. The appeal should be submitted to and received by the Vice President for Student Affairs or designee within the aforementioned deadline.
2. Within 7 days upon receipt, the appeal will be reviewed by the Vice President for Student Affairs or designee in consultation with appropriate medical, counseling and/or University Police personnel
3. Once the review of the student's appeal is completed, the Vice President for Student Affairs or designee may elect to modify any interim action imposed until the appeal process is completed. Any modification to the interim action will be approved by the Vice President of Student Affairs or designee.
4. The Vice President for Student Affairs or designee may invite the student who is appealing and others to provide more details or supporting documentation or for clarification. If the student elects, he or she may request a meeting to discuss the issues regarding the Involuntary Leave. The student may appear at the meeting in person, or via phone conference, with a request for said phone conference being made at least 48 hours prior to the start of the meeting. Buffalo State College will not provide reimbursement travel or lodging costs for appearances by parties involved with the appeal.
5. The review process closes after the student has been heard, either in writing through the written appeal itself, in person, or via phone relative to the issues in question and any documentation that has been received. The Vice President for Student Affairs or designee will submit his/her final recommendation to the Vice President for Student Affairs or designee for approval. Supporting documentation received after a final decision has been issued will not be considered.
6. The student will be notified in writing, via U.S. mail using the student's address of record, and via the student's official Buffalo State College e-mail address, of the final determination within 5 days of the completion of the review.

Final draft of the 5.6.16 Senate Minutes for Senate ESP send out review/acceptance at the 9.9.16 Senate meeting. Vm.

Proposed by the Student Health Advisory Committee - April 29, 2015
Revised, April 20, 2016

Appendix B

Buffalo State Creed motion endorsement-presented by Faculty & Staff Welfare Committee, Senator Amitra Wall, Chair

Faculty and Staff Welfare Committee

Buffalo State Creed- Spring 2016 April 8, 2016 presented to the Senate

Whereas Buffalo State College is an academic institution committed to fostering a civil and caring environment for all members of the campus community

And

Whereas the Compact for a Civil and Caring Academic Community is meant to foster conversation, interaction, and reflection on behavior as a way to promote understanding of self and others in the context of a shared community

And

Whereas at first year convocation Buffalo State College students pledge to uphold the Compact for a Civil and Caring Academic Community - which is an understanding of what behaviors contribute to achieving our mission, vision and core values

And

Whereas each individual at Buffalo State College is integral to the realization of our mission, vision and core values and is responsible for demonstrating behaviors consistent with the Compact for a Civil and Caring Academic Community

And

Whereas any organization becomes more effective as people understand, internalize and practice the norms associated with being a member of that community

And

Whereas faculty, staff, students and external constituencies look to those in campus leadership positions as true representatives of Buffalo State College, its mission, vision and core values

Be it resolved that we endorse the Buffalo State College Creed:

As employees of Buffalo State College, we support its mission, vision, and values. We are:

- Committed to academic, professional and service excellence,
- Dedicated to treating all persons and their ideas with respect, and
- Willing to work collaboratively to problem-solve and address conflicts with integrity and good will.

As employees we pledge to model the behaviors consistent with our expectations for students as outlined in the Compact for a Civil and Caring Academic Community.

And further be it resolved that we resolve to act in a manner consistent with this Creed

Appendix C

*Distance Education Policy presented for vote by: The Instruction and Research Committee of the Buffalo State College Senate
Senator Scott Goodman, Chair*

BUFFALO STATE COLLEGE DIRECTORY OF POLICY STATEMENTS

Policy Number: IV:07:00 Date: Spring 2016

Subject: Distance Education Policy

It is recognized that offering of distance education courses/programs has the potential to significantly affect the institution's student population, curriculum, and modes as well as venue of instruction. While the technologies involved in distance education are constantly changing, for the purpose of this document it is sufficient to recognize that their use takes three broad forms: 100% online (asynchronous or synchronous), combined online (asynchronous and synchronous), and hybrid/hybrid plus (delivered online and in a classroom) as defined in DOPS Policy IV:07:03 on Instructional Modalities. The current recommendations are designed to apply to all forms of distance education.

I. Rights and Responsibilities of the University and Faculty

A. Course Approval and Enrollment

1. All Courses offered through distance education formats must meet the academic quality standards set by SUNY Buffalo State. No fundamental distinction exists between the review and approval processes for traditional and distance education courses.

2. All courses offered through distance education will be determined in the same manner as on campus courses.

3. Course enrollments for distance education classes will be determined and approved in the same manner as enrollments in on-campus classes.

B. Academic and professional employees will be provided with opportunities to learn the technology necessary to conduct any distance education courses they are asked to teach.

C. Course-related materials containing personally identifiable student information for distance education classes should be as confidential as the medium allows consistent with appropriate student access and SUNY and state policy.

D. It is understood that faculty members will continue to create traditionally expected course-related materials, such as syllabi, assignments, and tests, for students in their program or department regardless of the method of dissemination, and use of such materials in classroom/instruction will be without the expectation of royalty payments (refer to the section dealing with intellectual property right).

E. Courses and course materials will meet the requirements of the Americans with Disabilities Act (ADA).

F. If a specific technology is needed for a course, faculty must inform students of hardware and software requirements in addition to prerequisite level of computer expertise.

G. Faculty should provide adequate, individualized, and timely interaction with students.

H. Faculty who teach online will provide synchronous office hours online.

Final draft of the 5.6.16 Senate Minutes for Senate ESP send out review/acceptance at the 9.9.16 Senate meeting. Vm.

I. Provide students with online access to appropriate library resources, administrative processes, technological assistance, and student support services.

II. Rights and Responsibilities of Students

A. Students enrolled in distance education courses are required to have access to the internet.

B. Students can expect to be informed of hardware requirements, software requirements, and the prerequisite level of computer expertise necessary for their courses.

C. Students with disabilities requiring accommodations must identify themselves to the Disability Services Office.

D. Students can expect to receive adequate, individualized, and timely interaction with faculty members and, where appropriate, fellow students in distance education courses.

E. Students will have access to appropriate library resources, technological assistance and student support services.

III. Specific Rights and Responsibilities Related to Intellectual Property and Copyright of Distance Education Course Materials at SUNY Buffalo State.

A. Overview

All copyrights to any works (including intellectual creations stored on printed age, videotape, CD-ROM, or any other medium) produced by academic or professional employees will be assigned using the definitions of and according to the Policies of the Board of Trustees of the State University of New York. <http://system.suny.edu/academic-affairs/faculty/facultyownership/>

B. Clarification

1. Except as limited below in paragraphs III B 2 and B 3, it is understood that intellectual property created by a faculty member or professional employee will remain the property of faculty member or professional employee for perpetuity or so long as the law allows.

a) Any rebroadcast or redistribution of materials developed by academic or professional employees will require permission from the individuals who created the materials.

b) A distance education course, like any other course, is the intellectual property of the faculty member who creates it, and the use of such property is contingent upon gaining the permission of the individual who created the course.

c) Permission to revise or use recorded distance education classes and related materials can be granted only by the instructor responsible for its production.

d) Where two or more individuals are involved in the planning, design, or composition of a distance education course, it is recommended that the parties involved assign ownership through contractual agreement.

2. The college is the sole owner of intellectual property when it expressly directs a faculty member or professional employee to create a specified work, or the work is created as a specific requirement of employment, such as might be included in a written job description.

3. The college and faculty member or professional employee are joint owners of intellectual property when the college has contributed support and/or facilities that go beyond what is traditionally provided. Such arrangements should be clarified through contractual agreement.

IV. Resources

Distance education resources will be adequate to meet external accreditation standards set by the Middle States Commission on Higher Education, the New York State Department of Education, the State University of New York and the Americans with Disabilities Act. More specifically, SUNY Buffalo State will, within the available budget:

A. Provide academic and professional employees with appropriate instructional technologies for distance education classes.

B. Provide instructors with needed supplies as well as clerical, technical, instructional design, computing, multimedia, and library support services.

C. Implement a series of development activities for academic and professional employees to encourage them to examine educational possibilities in distance education and to receive training in the use of various technologies. The purpose of the activities is to improve teaching effectiveness and competence and increase employees' comfort level with the pedagogy and technology of distance education.

Appendix 1–Current DOPS Distance Learning policy

BUFFALO STATE COLLEGE

DIRECTORY OF POLICY STATEMENTS

Policy Number: IV:07:00 Date: September 12, 2002

Subject: **Distance Learning Policy**

It is recognized that offering of distance education courses/programs has the potential to significantly affect the institution's student population, curriculum, and modes as well as venue of instruction. While the technologies involved in distance education are constantly changing, for the purpose of this document it is sufficient to recognize that their use takes three broad forms. In one case, distance education technology is utilized for providing course information, but the course otherwise remains fundamentally unchanged from the traditional format. Alternatively, the use of distance education technology can fundamentally alter the course. For instance, this might include online interactivity with the class. Another form would be a course that is entirely offered via the Web. The current policy is designed to apply to either form of distance education.

I. Academic Standards

A. All Courses offered through distance education formats must meet the academic quality standards set by the SUNY College at Buffalo. No fundamental distinction exists between the review and approval processes for traditional and distance education courses.

B. Course enrollments for distance education classes will be determined in the same manner that enrollments in traditional classes are approved.

II. Rights and Responsibilities of the University and Faculty and Students

A. Policies in place for issues such as establishing class size, evaluating staff, and making assignments apply to courses taught in a distance education format and do not need to be altered simply based on the technology associated with the instruction. However, until distance education is more widely practiced at Buffalo State College, tenure and other reviews of faculty/staff with extensive involvement in distance education will include input from individuals with distance education expertise to the extent practicable.

B. Academic and professional employees will be provided with opportunities to learn the technology necessary to conduct distance education courses they are asked to teach.

C. All offering of distance education courses will be determined in the same manner as on-campus courses.

D. Course-related materials, including but not limited to computer files, data, disks, electronic mail, and local area network communication, for distance education classes should be as confidential as the medium allows consistent with appropriate student access and SUNY and state policy.

E. It is understood that faculty members will continue to create traditionally expected course-related materials, such as syllabi, assignments, and tests, for students in their program or department regardless of the method of dissemination, and use of such materials in classroom/instruction will be without the expectation of royalty payments (refer to the section dealing with intellectual property right).

Final draft of the 5.6.16 Senate Minutes for Senate ESP send out review/acceptance at the 9.9.16 Senate meeting. Vm.

- F. If a specific technology is needed for a course, students must be informed in the class schedule of hardware requirements, software requirements, and the prerequisite level of computer expertise necessary.
- G. Students can expect to receive adequate, personal, and timely interaction with faculty members and, where appropriate, fellow students in distance education courses.
- H. Students in residence at Buffalo State College who are required to take distance education courses are provided with campus-based Internet access. *(Please note: Section III was approved by the College Senate on October 20, 2000; only minor word changes have been made in this revision).*
- III. Specific Rights and Responsibilities Related to Intellectual Property and Copyright of Distance Learning Course Materials at Buffalo State College.
- A. Overview
All copyrights to any works (including intellectual creations stored on printed page, videotape, CD-ROM, or any other medium) produced by academic or professional employees will be assigned using the definitions of and according to the Policies of the Board of Trustees of the State University of New York.
- B. Clarification
1. Except as limited below in paragraphs III B2 and B3, it is understood that intellectual property created by a faculty member or professional employee will remain the property of faculty member or professional employee for perpetuity or so long as the law allows.
 - a. Any rebroadcast or redistribution of materials developed by academic or professional employees will require permission from the individuals who created the materials.
 - b. A distance education course, like any other course, is the intellectual property of the faculty member who creates it, and the use of such property is contingent upon gaining the permission of the individual who created the course.
 - c. Permission to revise or use recorded distance education classes and related materials can be granted only by the instructor responsible for its production.
 - d. Where two or more individuals are involved in the planning, design, or composition of a distance education course, it is recommended that the parties involved assign ownership through contractual agreement.
 2. The college is the sole owner of intellectual property when it expressly directs a faculty member or professional employee to create a specified work, or the work is created as a specific requirement of employment, such as might be included in a written job description.
 3. The college and faculty member or professional employee are joint owners of intellectual property when the college has contributed support and/or facilities that go beyond what is traditionally provided. Such arrangements should be clarified through contractual agreement.
- IV. Resources
Distance education resources will be adequate to meet external accreditation standards. More specifically, Buffalo State College will, within the available budget:
- A. Provide academic and professional employees with appropriate instructional technologies for distance education classes.
 - B. Provide instructors with needed supplies as well as clerical, technical, instructional design, computing, multimedia, and library support services.
 - C. Implement a series of development activities for academic and professional employees to encourage them to examine educational possibilities in distance learning and to receive training in the use of various technologies. The purpose of the activities is to improve teaching effectiveness and competence and increase employees' comfort level with the pedagogy and technology of distance education.
 - D. Provide distance education students with access to appropriate library resources, technological assistance, and student support services.

Appendix-D

Motion on CEP Week-May 6, 2016

Prepared by the College Senate Instruction & Research Committee-Senator Scott Goodman, Chair

The Instruction and Research Committee of the Buffalo State College Senate moves that the following revised version of DOPS I:16:01 be adopted and be incorporated into the Faculty Handbook:

Buffalo State College

DIRECTORY OF POLICY STATEMENTS

Policy Number: I:16:01 Date: May 2016

SUBJECT: Critique and Evaluation Period (CEP)

Critique and Evaluation Period (CEP) is scheduled at the end of each semester. CEP is designed to provide a single class meeting during which the instructor and students will have an extended period of uninterrupted time to conduct appropriate end-of-course activities. The CEP is designed for classes that meet more than once a week during the semester. Classes (evening or day) meeting only once a week have sufficient time for final evaluation; therefore, they will follow their regular schedule (exams to be scheduled during CEP).

The following regulations govern the CEP:

- All instructors are expected to meet their classes at the scheduled time during CEP and to prepare an appropriate activity that reflects the academic goals of the course and the intent of CEP. An instructor may choose, should he or she prefer, to hold a final exam, review, critiques of papers, course summations, individual presentations or demonstrations, etc.
- Instructors will not schedule a final exam prior to CEP. Instructors may not change the date and time of their final class periods during CEP. In the event of an emergency, instructors should confer with the appropriate dean and notify the Vice President for Academic Affairs.
- CEPs will be scheduled for one hour and fifty-minute periods. Instructors are not to increase or decrease the scheduled CEP time.
- In the event of an emergency that closes the school, CEPs scheduled for the time of the closing will be rescheduled as appropriate.
 - Faculty members must post office hours during which they will be available during CEP week to meet with students.