

•COLLEGE SENATE•

Official Abridged Minutes

November 4, 2016-Butler 210, 3 p.m.

<u>PRESENT</u>			<u>EXCUSED</u>
Abass Baker Bayer Ben-Merre Boorady DeWind Ederer Emo Floss Gellin Goodman Gordon Grant Grinnell	Hunt Knowles LeVine Loehr Maldonado McMillan Mernitz Morales Morrison - Fronckowiak Nikischer Ninacs Norfleet	Payne Perreault Potts Qualls Reid Rosen-Brand Sands O'Connor Santa Maria Sarratori Severson Shandomo Sharma Shephard Sherman Shively Velez Wall Wilson Zhang	Bewlay (fall sabb.) Brickhouse Conway-Turner Ettestad Kenyon Kline Newland Vince Garland <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"><u>ABSENT</u></div> Coleman Davis Djirakor Lewis Raleigh Stewart Ukah

•COLLEGE SENATE MEETING•

Official Abridged Minutes

November 4, 2016

CALL TO ORDER: *Senator McMillan* called the meeting to order at 3:01 p.m.

ADOPTION OF THE AGENDA: *Senator McMillan* presented the agenda, then asked for a motion to adopt the amended agenda. *Senator Loehr* moved and *Senator Floss* seconded. The Senate agenda was adopted/approved.

PRESENTATION OF THE MINUTES: *Senator McMillan* presented the minutes of October 14th 2016. The minutes of 10.14.16 were accepted without modification.

REMARKS OF THE PRESIDENT

Provost Perreault: Hopefully you saw in the Daily that we are going to have an Academic Affairs wine and cheese working meeting. Really looking forward to that and I hope people do come, the intention is to come out with some concrete suggestions in the areas of budget, retention, and recruitment, obviously all those three are intimately related. The advising implementation team has been named and will be meeting soon. These folks will be immediately dispersing out to the departments and they will be meeting with each individual academic department to discuss what the current advising situation is and what needs would be in order to create a system where every student is advised every semester. That will be job one of that particular group. The Gen Ed. Committee is meeting and plugging away, and have been given their charge, and I know they're off working diligently on that. That is all that I have we are going to give the time over to **Dean, Mark Severson** to discuss the retention report.

Mark Severson-Dean of SNSS-gave Retention Report via Power Point

CUR REPORT is also posted at: <http://collegesenate.buffalostate.edu/reports-senate-2015-2017>

Dean Severson: The committee on undergraduate retention has been in place since the spring of 2014 and during this academic year we are doing a number of new things.

**Committee on Undergraduate
Retention**

Co-Chair: Mark Severson, Dean, School of Natural and Social Sciences
Co-Chair: Daniel Vélez, Associate Vice President for Student Success
Lynn Boorady, Department Chair and Associate Professor, Fashion and Textile
Technology
Jerry Boyes, Director, Intercollegiate Athletics; Head Football Coach
Maria Brickhouse, Coordinator, Academic Center for Excellence, EOP
Connie Cooke, Director, Financial Aid
Brian Dubenion, Student Retention Specialist, Student Success
Stanley Friesen, Associate Professor, Design
Yves Gachette, Director, Institutional Research
Dwight Hennessy, Associate Professor, Psychology (Spring 2017)
Jevon Hunter, Woods-Beals Endowed Chair, School of Education
Kimberly Kline, Chair and Professor, Higher Education Administration
Lisa Rafferty, Associate Professor, Exceptional Education
Jennifer Toohey, Assistant Professor, Theater
Gregory Wadsworth, Associate Professor, Biology
Susan Wright, Director, Student Accounts
Ex Officio: Hal Payne, Vice President for Student Affairs
Ex Officio: Melanie Perreault, Provost

Charge

The Committee on Undergraduate Retention provides recommendations that will increase the persistence, retention, and graduation rates of undergraduate students.

The committee's charge is as follows:

1. Review, gather, and interpret information from other institutions or external programs that can illuminate these concerns.
2. Investigate and review best practices that currently exist on the Buffalo State campus.
3. Review Buffalo State current information and quantitative data available related to this issue.
4. Gather new information or survey portions of the campus community to provide insight into this issue.
5. Develop recommendations that are relevant to all or selected portions of the campus student community.
6. Make recommendations on short-term and long-term goals related to higher persistence, retention, and graduation rates.
7. Submit proposals that address retention needs to the President's Cabinet.
8. Report at the end of each semester (orally and in writing) on the state of undergraduate persistence, retention, and graduate rates and the impact of current or new programs to address these issues.
9. Advise the cabinet on the continuation, development, or elimination of programs that affect persistence, retention, and graduation rates.

Fall 2015 cohort

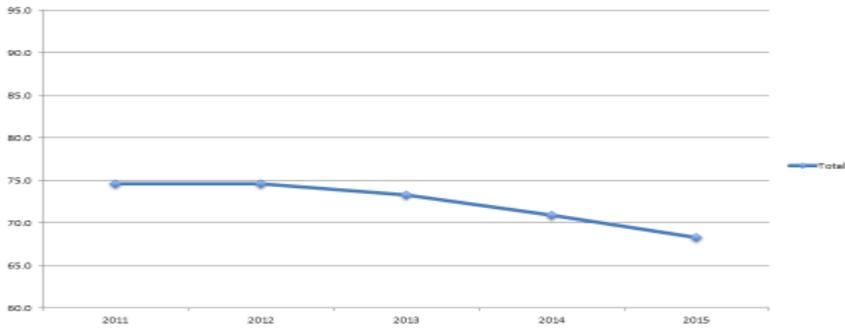
Fall 2015 to Fall 2016 retention rate: 68.3%

- Fall 2014 to Fall 2015 was 70.9%
- Based on Fall 2015 incoming academic profile, expected 70.0%

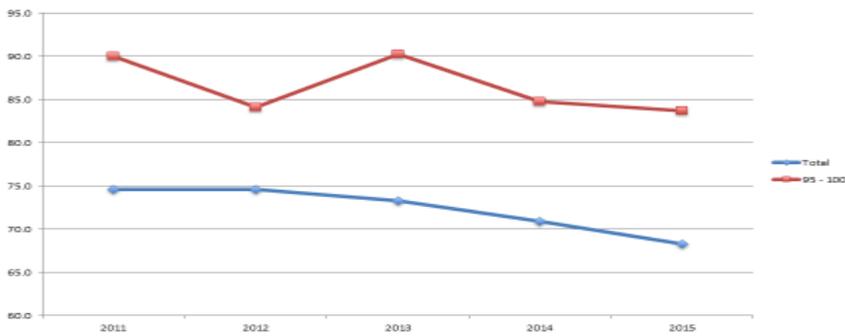
First to second Fall for first-time, full-time - % retained

HS Ave Range	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
95 - 100	90.0	84.1	90.2	84.8	83.7
90 - 94	82.5	81.8	78.1	77.4	76.9
85 - 89	73.1	77.3	75.3	71.1	69.4
80 - 84	74.2	69.8	69.2	67.6	66.8
70 - 79	67.9	76.1	70.5	68.5	62.0
EOP	83.3	83.3	85.0	82.0	76.6
Compass	68.0	68.0	67.7	66.1	64.2
Total	74.6	74.6	73.3	70.9	68.3

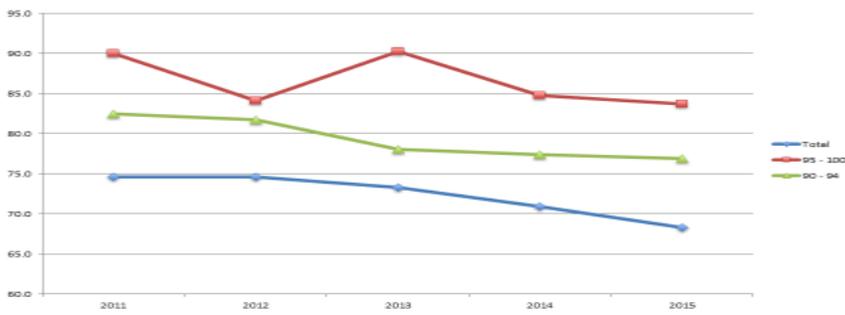
First to second fall retention



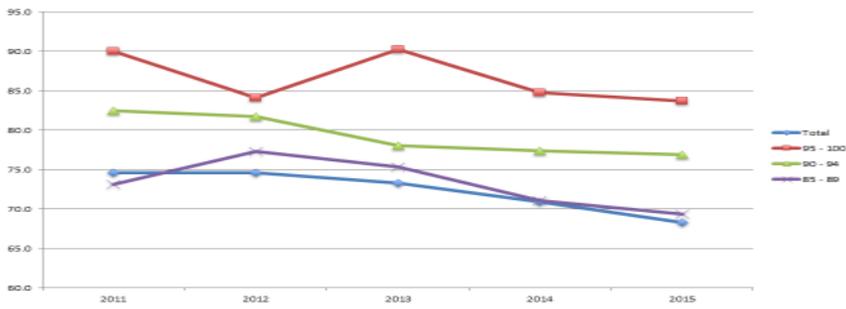
First to second fall retention



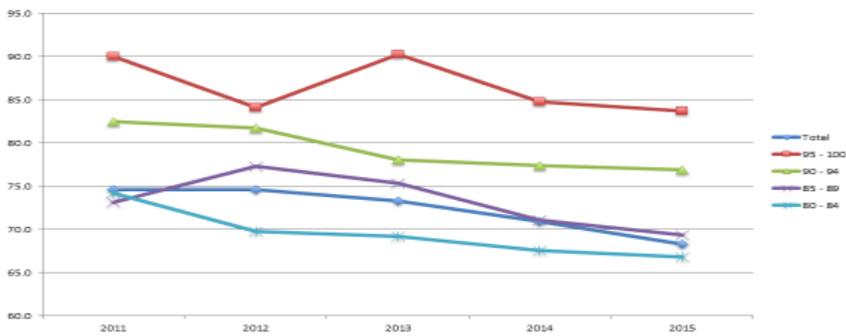
First to second fall retention



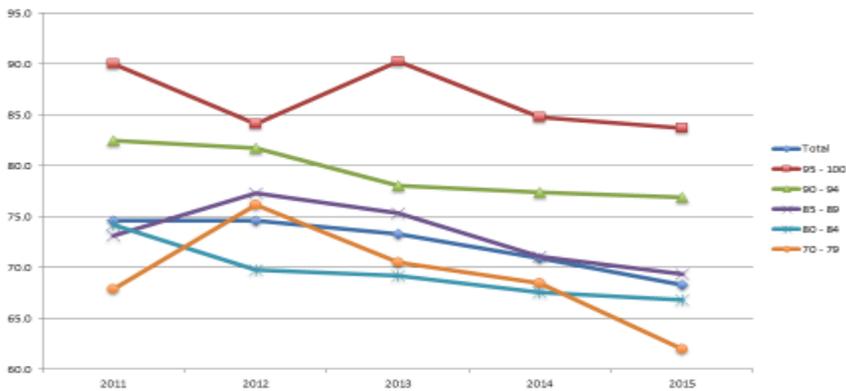
First to second fall retention



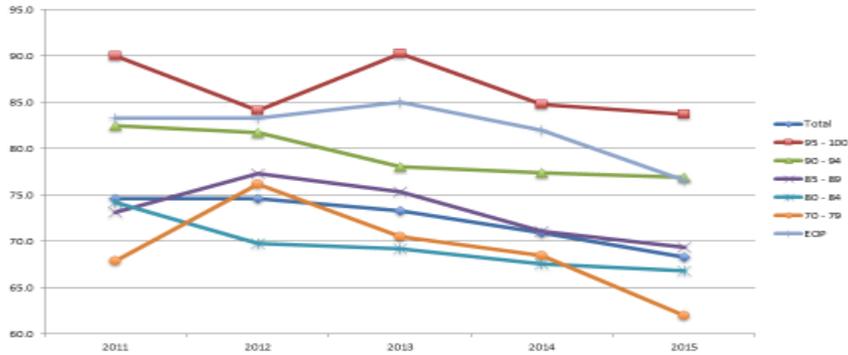
First to second fall retention



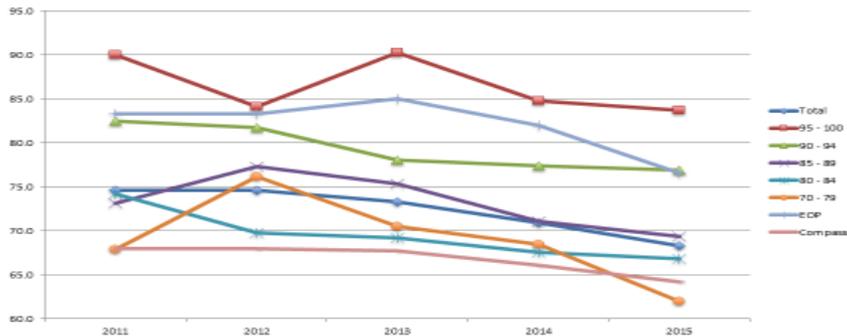
First to second fall retention



First to second fall retention



First to second fall retention



Non-retained students from Fall 2015

- 582 not retained
- 244 (42%) are no longer attending any college
- 338 (58%) went to another college or university. The top three:
 - 72 (21%) - University at Buffalo
 - 66(20%) - ECC
 - 36 (11%) - University at Albany

Academic profiles, incoming first-time, full-time – percentages

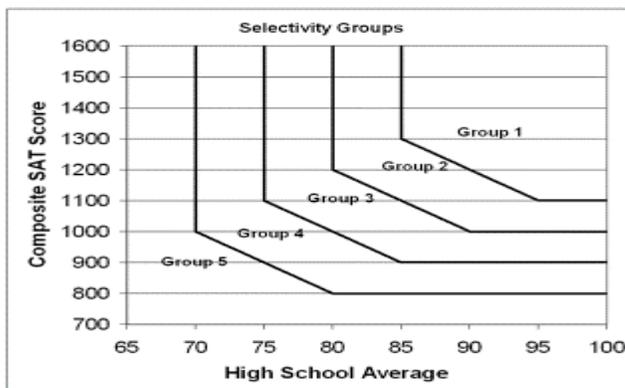
Category	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Very Selective	21.0	26.8	20.2	15.7	14.1	14.4
Selective	46.8	49.2	47.8	34.6	30.7	26.5
Less Selective	30.0	24.0	32.0	49.7	55.2	59.1

Selectivity Groups

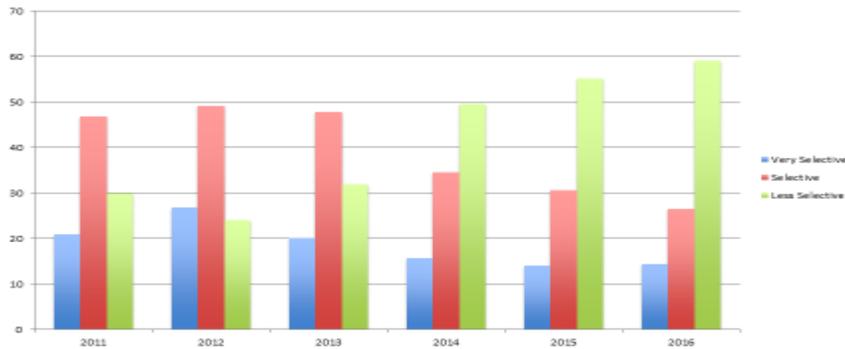
- **Very Selective** SUNY Group 1 and Group 2.
- **Selective:** SUNY Group 3.
- **Less Selective** SUNY Group 4 and Group 5.

(Selectivity groups do not include EOP and COMPASS)

Selectivity groups



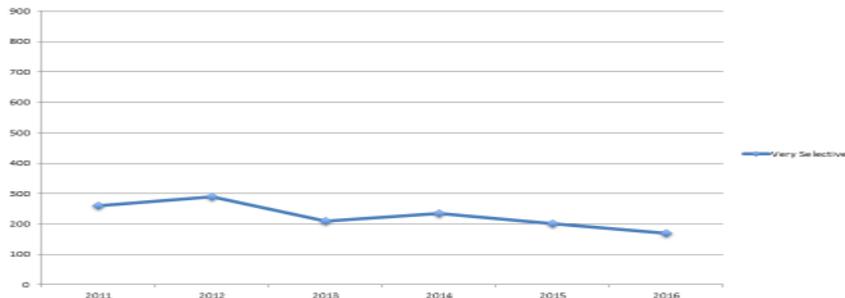
Academic Profile, percentages



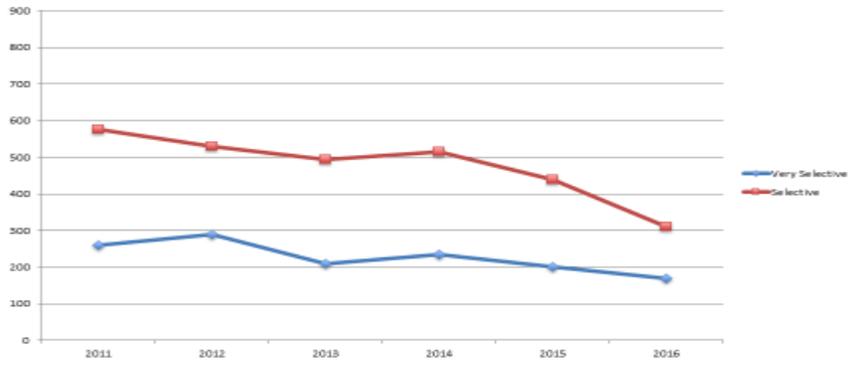
Academic profiles, incoming first-time, full-time – numbers of students

Category	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Very Selective	259	289	209	234	201	169
Selective	577	530	494	516	438	311
Less Selective	370	258	331	741	788	693
EOP	132	148	156	161	193	217
COMPASS	26	100	130	218	215	230
Total:	1364	1325	1320	1869	1835	1620

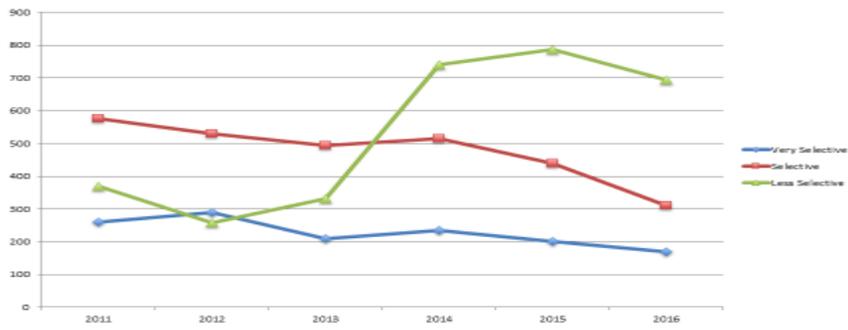
Academic profile, numbers of students



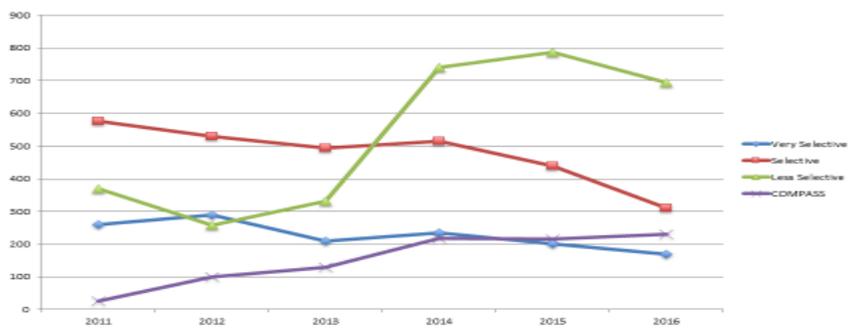
Academic profile, numbers of students



Academic profile, numbers of students



Academic profile, numbers of students



Work of the CUR
2016-17

- Assessment
- High Impact Practices
- Barriers to Student Success

Initiatives underway

Advising:

- Academic Achievement Center drop-in advising
- Full-time lecturer/advisor trial
- Advising Implementation Team

Learning Communities – more, with fewer courses in each
Supplemental Instruction – Fall 2016, 8 sections of 5 courses

Mid-term grading

Growth mindset intervention

Early engagement and infusion of high-impact practices

High-performing students

- Expansion of MAH Honors Program to full Honors College
- School Honors programs
- Honors housing
- Dean's list receptions
- Expand undergraduate research

MAH= Muriel A. Howard Honors Program

Below is the dialogue of the Retention Report

Final draft of the November 4, 2016 Senate meeting minutes for ESP send-out and review. VM.

Dean Severson: First off I want to give a report on last year's retention rates for first time freshman. For the freshman class entering in fall of 2015, 68.3% came back the fall. That is down by 2.6% points from the class the entering fall of 2014. Based on historical rates of retention for the profile of the class entering in 2015 we would have expected a retention rate right at 70%. This is broken down by the high school G.P.A. ranges. We also have five years of data here. Starting in fall 2011 to Fall 2015. The final the right most column shows the retention rates for different high school averages, students in EOP, and students in the Compass Admission category. I'm told that not everyone likes to look at big tables of numbers. If you look at the next slide you see a graph, it should be overall retention by year four and the entering class of the indicated year. This shows the overall percentage retained to the second fall. The next slide adds in the results for the high school averages between 95 and 100, they are retained at a much higher rate. There's some noise in that data. It's a fairly small number of students in that range and so that's why there's some variation there. The next slide adds in high school averages from 90 to 94 and they're retained at a somewhat lower rate. The next slide shows those with high school averages 85 to 89 are right about at the overall retention average. I think you're seeing a trend here. They're all declining. The next slide adds in those with high school averages between 80 and 84 and then the next one includes those below 80 high school average. Again you have to be a little careful with this especially 2011 and 2012. That was a fairly small number of students so there's a lot of uncertainty and variation due to that. The next slide adds in E.O.P. students who do quite well as far as retention goes; note that E.O.P. students have an average high school average G.P.A. of 82 so they are retained at quite a bit higher rate than you would expect for that high school G.P.A. And finally the Compass students are the salmon colored line, and they match pretty well with the 70 to 79 GPA. Note also that Compass only started in 2011 with a very small number of students, and so the early years are not tremendously significant there, but the compass students in this last year had an average high school G.P.A. of 79. I don't know what the previous years were, but we see declining fall to fall retention rates for every single group here. That's the important point rather than some of these small differences. It's just a decline across the board. The next slide takes a look at some data obtained from the Clearing House about where the students went who did not come back. 42% of those students who aren't here this fall that started in fall of 2015 are not enrolled as far as we know in any college or university. But 58% of them are.

Of those of that 58% (the 338 students who transferred elsewhere), the biggest group of them went to U.B. 21% are at U.B. this fall. 20% of them are at E.C.C. and the third largest group is at University at Albany. So well over 100 students transferred to two different research centers within SUNY. I want to talk about the profile of the incoming class in a little more detail, because that has an implication for how we approach retention issues. The next slide, unfortunately the data that I have for the profile of the incoming class is in somewhat different format from the high school averages that I had for the retention numbers, but this is in terms of selectivity groups. The three that we're using here are called very selective and less selective. The less selective group, which roughly correlates with high school G.P.A. below 85 (It's a little more complicated than that). That group has gone from 30% of the entering class in 2011 to 59% in this fall. The very selective group, which is essentially those with a high school average over 90, has gone from somewhere in the twenty's ranging from 20 to 27% down to about 14% in this most recent year. And the selective group, which correlates well with a G.P.A. from 85 to 90 has gone down substantially as well. That was in the high 40's a few years ago. It's now gone down to below 30% of the entering class. The next slide defines these selectivity groups a little bit better. There are five SUNY Selectively groups and so what we're calling 'very selective' is the SUNY Selectivity Groups one, and two, the 'selective' group is SUNY selectivity group three, and the 'less selective'

Final draft of the November 4, 2016 Senate meeting minutes for ESP send-out and review. VM.

are groups four, and five, and these don't include E.O.P. or Compass. The next slide defines what the selectivity groups are. Essentially if you have a G.P.A. above 95 and/or a high SAT you can be in group five. If you have a G.P.A. above 90 and or higher SAT you'd be in group four and so on. There is a dependence on both high school average and SAT scores. Next slide just shows the percentages that I gave in a table, in a bar graph the lemon colored one shows the less selective group climbing substantially, the blue is the very selective group declining with time, and the selective group also declining with time. The next slide shows not percentages but absolute numbers of students and that's important because starting in 2014 our entering class became much larger or substantially larger at least than it was in the few years prior to that. The first blue line is the very selective group in the different years, and the next one the selective group, both of which are declining with time. The less selective group on the other hand took a big jump in 2014, and has stayed pretty high for the last three years. Compass, as I mentioned, started in 2011 with a very small number of students and has grown to slightly more than 200 students today. The less selective students are, on the average, less prepared and in need of support services. The same is true of Compass students. We have increased the number of students in need of higher levels of support services, tutoring, mentoring remedial classes and so on. We've increased that by somewhere between two and a half to three depending on the year. That is something we have to address, we have to do our best with those students to help to retain them, help them to complete. That shows the size of the issue that we're facing. I just got that information this week actually. About the profile of the entering cohort so I wanted you all to see the size of the issue.

Work of the CUR committee this year has taken on three main tasks. The first is assessment, and by that we mean there are a number of initiatives going forward to try to increase our retention and success of students. And we want to take a look at the assessment results for those initiatives to make sure they're being assessed for effectiveness and make recommendations based on how well those initiatives are working. We're also having a group continue to look at high impact practices and how we can implement those more broadly, both in teaching and outside of teaching. These are practices that have been shown to have a strong impact on student success. Finally we're looking at various barriers to success. We've been looking at these kinds of things all along. One of our first recommendations was to remove registration holds for students owing relatively small amounts of money. That's an example of the kinds of things we're looking for – barriers. Most of these initiatives you're probably well aware of. We have an advising implementation task force that is working on ramping up to advise every student every semester as the president has directed. The academic achievement center has implemented drop-in advising, which at least at certain times of day is very busy. And we're also doing a trial of full time lecturers who are hired to both teach and take a pretty heavy advising load. This is essentially putting half of their responsibility as professional advising, but done in the context of a department, rather than separately from a department.

University College is working on expanding learning communities to have more of them. In order to do this many of these learning communities will consist of fewer courses. We have started to implement supplemental instruction in important high DEW rate courses; the first round of this is this fall. There are eight different sections, of five different courses, and more to come. Mid-term grading is mandatory. Last summer Reva Fish in the School of Ed developed a growth mindset intervention. This is an online thirty minute program which students go through to give them some information that they can learn how to be better learners. This is a relatively simple intervention that's been studied a lot at a few other places, and been shown to be quite successful for a relatively simple intervention. Roughly half of the incoming class did this, and so we will be

Final draft of the November 4, 2016 Senate meeting minutes for ESP send-out and review. VM.

looking forward to seeing if those students have a higher rate of success. One of the things that the Gen Ed Task Force is very interested in is how we can make general education more engaging, and incorporate high impact practices, especially at an early stage of students' careers. I would add that the more that departments can do this within their major curricula the better the results may be. The next slide shows some initiatives underway to address the fact that our retention of high performing students has gone down as well as the less well prepared students. And so there is work underway now to expand the Muriel A. Howard Honors Program to be a full honors college with a larger enrollment. We're also looking at starting school honors programs and having honors housing - not just academics, it's important for honor students to help to retain them and form a sense of community. It's also a lot of things outside of the classroom that are extremely important and housing is a key one of those. We are having receptions to honor Dean's List recipients, especially those who get on the dean's list in their first year. We are also looking at various ways of expanding undergraduate research. These are some of the things that are underway the committee will be working to gather as best we can some assessments of those as they become operational. Some of them already are operational.

Any questions?

Senator Ninacs: I'm interested in the growth mindset initiative that folks in the School of Ed. (SOE) were talking about, that I hear repeatedly from faculty, and from other students is; that the issue is not just skill level with the Category four / Category five students coming in - the issue has to do with dispositions and demeanors. I see a lot of things that we're talking about that are geared towards helping them in terms of academics, but I'm wondering if there's more that can be done, or if we're looking at other things that we can do to help develop the kinds of dispositions that students are going to need in order to be retained. Because if they come to us with the perception that maybe they didn't plan to go to college, maybe they're going to hang in for a while, maybe they're going to have a good time, maybe then they're going to go their merry way. The 40% that go off and never go back to another school or at least who haven't gone to another school. I feel as though those are students that we're really failing because if we're bringing them here we have to do something to help them come to an understanding of their own life trajectories without education, and right now they don't have that. And so I'm wondering if we can build off of what the SOE is doing to really do more screening when they come in; develop more programs to help them with the kind of psychological and emotional growth that they need in order to be successful.

Senator Severson: That is a very good suggestion.

Senator Santa-Maria: I appreciate what you have presented and I find it very interesting. There are two things in order to fill in the gaps that I think are missing and needed and that I have seen immensely in the last two years with the less selective students that we have. They need study skills and all kinds of support. But what they really need support in is time management. Many of the students that I see who are failing will tell you 'I didn't manage my time well'. That is something that within any program that we develop we need to teach them; how to juggle their schedules and to prepare to study. They don't understand any more what three hours of studying is for one credit. The other thing that is missing is that **Provost Perreault** talked about at the last Senate meeting increasing the number of tutors. But what we really need is for some classes is triage. So at the beginning of the semester tons of people that are around for just triage. We're going to get a group of students from CIS101 coming over, and they all need help on Excel, and then mid-semester they realize their

Final draft of the November 4, 2016 Senate meeting minutes for ESP send-out and review. VM.

grades are awful; triage again and end of the semester triage again where even if you had some of those people who are going to do academic stuff and advising stuff if they could also do tutoring triage at different parts of the semester I think that would be helpful for students.

Senator Severson: On your first point. Many faculty and some here are incorporating that work on study skills and how to approach life in college in entry level classes. Having a broader conversation about doing that, both in entry level and elsewhere is a great idea.

Senator Wall: With regards to UNC 100 Mastering the Academic Environment; we do those psycho-social skills. There is a lot of things going on around campus but we seem to be missing each other. One pocket is doing something here where we do time management, and there is something being done somewhere else. We do look at career trajectory, and look at the difference between high school and college. Just an FYI.

Senator Sharma: This week I was told that the counseling services is sending students away; saying that there was a two week wait. And if you have not seen us in the past, and if you've not kept your appointment since, then we are not going to attend to you unless it's an emergency. Maybe that's something to be looking at, because the student population is changing with the stresses around us now. If we are bringing them here, it is our duty to retain them, and maybe someone who is in charge here should see if we are increasing the tutoring services. What constitutes as an emergency? When you're going through a psychological or a nervous breakdown.

Vice President Payne: We're not aware that what you have described has been adopted as a policy. We are aware that the counseling center has requested additional staff, but in the current environment we have not been able to add to their staff. We have been able to fully staff the counseling center. So right now we have no vacancies, and we did suffer through a couple of years when we had several vacancies. But I will explore what you're saying, because that is not a policy that we have adopted.

Senator Knowles: I'm just wondering with regard to that intervention; is that something that was given to freshman? Is that something that might be available that advisers could give to their advisees as necessary?

Senator Severson: Yes. I will get that for you.

Senator Norfleet: Regarding the slide pertaining to students who were not retained and went to different schools (UB, Albany and ECC), was a study done in correlation with their majors, and the majors offered here and in correlation with the majors at the other schools they may have gone to.

Senator Severson: Yes we can get that information. Certainly someone who wants to go into nursing leaves us for a very good reason; a program we don't have. We need to look at all of those things and you know the problem with the reasons; it's very hard to get at the reasons people leave because there's one hundred different reasons, and they're all true for at least one student. But we don't know what the most important ones are right now, but we can certainly can get that sort of information. What is harder to get is information about students who leave because there's something about Buffalo State they just don't like. It's hard to get them to tell us what that is, but we're going to be looking in more detail at why students left as best we can.

Final draft of the November 4, 2016 Senate meeting minutes for ESP send-out and review. VM.

Senator Maldonado: Could we go back to the slide that is the selectivity by count. My question is based on the less big number tables that showed the retention rates of Compass, of which this fall there are 230 and our compass rates where the lowest of retention rates, and EOP was not in that as well. I am concerned about the 693 less selective students that aren't in any support programs, and how do advisors know, how do we resource; make sure that these students who are the same type of student, it would seem based on the other data, as a compass population? It seems like this is a bad scenario.

Senator Severson: This shows what we need to do. We are taking steps to do this, it is a big project. We have a lot of students who need this, and need more support than we have been able to give them.

Senator Maldonado: Does this become a particularly focused intervention, given that these less selective students are now the bulk of our student body? And they do not have a designated support program? If this is going to continue to be our student profile then a program for the unsupported needs to be developed.

Senator Velez: CUR looked at this at the last meeting. Compass has one person supporting those students so even in that one, when you take the two hundred thirty students, and you add them to the seven hundred students, you're talking about quite a number of students. So we do have to take a look at what we're doing to provide them with increased academic support services; it's something we discussed. We've been talking about the need for how do we assist students, with focusing on reaching out to the services that are available to them. We've seen a number of students that are not reaching back when they're reached out to. So how do we assist students in identifying when they need support, and reaching back out to and get that support that's on campus; because we're hearing that many students are doing that right now but it is a problem and it's one that we have to figure out.

Senator Reid: What I'm hearing are tactical solutions to what I see as a strategic problem. The strategic problem is we simply have an overwhelming need among our students for all sorts of support. I think short term we're simply going to be overwhelmed, and the long term I really think the solution is to change the quality of the student that we are accepting. We've got to get more very selective and selective students, and fewer in the last selective category. I have yet to hear any real discussion of what the options are. There seems to be a general acceptance that this is it. There are no other options, which may be the case. I've yet to hear that discussion. I hope that the Provost at her upcoming meeting dealing with budget, retention and recruitment; I would hope that would be a major focus. The natural and social sciences have begun a discussion in an ad hoc committee to look at whether or not there are other options for bringing in students who are more selective. I look at this and I wonder if we're not just going to be overwhelmed; that there may not be a really realistic solution to what we're seeing on those numbers. Unless we change the selectivity of the incoming students.

Senator Severson: That's a little bit outside the charge of our particular committee but the strategic enrollment steering committee has that certainly within their charge and presumably they will be reporting to the Senate.

Senator Ninacs: We do need to be much more realistic. We have very limited resources right now we're trying to serve all populations and we're not doing it very well. If we're going to make the commitment that this

Final draft of the November 4, 2016 Senate meeting minutes for ESP send-out and review. VM.

institution is going to serve that less selective population, and we need to make a commitment to it, and we need to devote the bulk of our resources to the bulk of our student body. I don't see us doing that and again it's a matter of how much do we have at our disposal, and how can we best distribute it.

Senator Mernitz: I think on the other hand we have limited resources, and already the faculty are bouncing off on Howard's point. We have a number of people who are really disconcerted on the quality of students that they're facing in their classrooms. And so if you are going to rob more resources and put them into servicing the less selective students, you're going to have even more decline in the morale of the faculty, and I think that's just incontrovertible.

Senator McMillan: (To Senator Severson) you said mandatory midterm grading has been implemented?

Senator Severson: No, I was mistaken; it is encouraged.

Provost Perreault: What are we doing to serve the student? We're doing mandatory advising. We know that works for everyone. We are asking people; please do midterm grades, please do them early. That helps this group of people. We've been begging people to take attendance because we know that that helps this group of students. We're creating an academic achievement center because we know it will help all students. We are looking at Gen Ed because we know that we can make some changes there that will address this. And we are probably doing too much and you're all exhausted and I apologize. So we are turning our attention to it. I would say this; that there's not a college in the world I don't think that would say; 'we want less prepared students, that's what we want'; everybody says the same thing; we want more prepared students. So if UB is taking 110 of our first year students; what they're doing is wait listing. These students are coming here fully intending to go to UB in the spring. Why do you think that is? Because they don't go on UB's record, they go on ours as a retention loss. They don't count in their S.A.T.'s scores, they don't count in their G.P.A. but they count in tuition. So we are facing intense competition for these students. Our Enrollment Management team is not running out there saying; 'what we'd like to do is dig down'. UB is digging down, Albany is and Medaille is, name the twenty colleges everybody's digging down because the number of students is flat out dropping, that's just demographics. Two equally good equally valid solutions: One is to shrink the number of students, we could do that, and that could be a legitimate decision that this campus makes, but understand that we are tuition driven institution. And that means we would have to make very hard choices about staffing but that's a legitimate decision to make. The other legitimate way to approach the exact same problem is to say these are the students. These are the students and so what can we do because we are morally obligated to do everything we can to help these students succeed. You all know this. There's nothing better than that kid who is questioning whether they belong at college their first semester and they're struggling and they had a 1.1 GPA and watching those guys walk across graduation there is no better feeling in the world. Those are two decisions. What I really appreciate about what Mark has done here and what I really appreciate about Buffalo State's community is that we are facing it. We're looking at it and we put the numbers up and say; here they are, these are the real numbers. Lots of places would hide this truth and keep telling you some kind of story and the faculty would be soon be saying 'but I know the students aren't fitting this'. This is reality. And so let's have these conversations and let's look at. We are the smartest people, we can solve the problem, and we can get there. So this is the start of a long series of discussions about changes, and really looking hard at ourselves and how we operate but it's all to the good. It's exhausting and I completely appreciate how

Final draft of the November 4, 2016 Senate meeting minutes for ESP send-out and review. VM.

exhausting it is for everybody, but this is for the common good.

Senator Reid: I hear again; basically we have no choice. The choice is we get smaller, or we deal fundamentally with more less selective students because of number of students is dropping and everyone is basically heading for the basement. My response to this is; we are creative, I have yet to hear an honest effort to stop the slide in the quality of incoming students. SNSS had a meeting; we talked about for instance; at Buffalo State there are very few evening programs where you can get a degree. Is there a pool of students that would have better academic backgrounds who would be available? That would be perhaps an option. We may choose not to go that route but it's an option. An idea came up to try to bring in more international students, is that possible? I do not know, but I simply reject the idea that our choices are that we get smaller or we have to continue to face what is in front of us on this screen. I may come to that conclusion, but I would only get there if I could see evidence that we've really explored all the other options. I am not seeing that happen. It seems to me that we have a very fatalistic view of our future, and I simply don't see that.

Provost Perreault: So the expansion of the Honors College will bring in more top students. That is a significant commitment to college. We are struggling like everybody else to bring in international students. Everybody ran off to China and that was going to be the saving grace of American institutions. Here is what we need to do right? This is an all campus discussion. What are the majors that would be attractive? How do we deliver what are the potential graduate school programs that we could offer? Can we switch some to online because we know that's what they want to do? How about an executive master's program? Conversations are happening all over campus, but one of the things somebody over here said is; there's a tremendous efforts that are going on from your colleagues, the administration, faculty and staff all over this campus. Nobody's got their head in the sand. We are tackling it from all sides to a greater or lesser success, but nobody is giving up on this effort. We believe that we have an amazing college here, and we want more students to have this experience. Bear with us; come to the wine and cheese meeting, do some of the things we're begging people to do, and help us turn it around.

Senator Sherman: I've been thinking about ways that we can help and get resources to the students who need help. We have an enrollment problem. There are faculty that have classes that are very small, there's concerns about eliminating classes. What about taking those faculty members or some set of faculty members who are well suited to doing this, and working with the students that are at risk? You immediately get staff that are on contract to be paid anyways, having them do something slightly different that they can make an impact, and help the students who have the needs.

Senator Santa Maria: Within our adjuncts; they really pushed hard this semester to get in those midterm grades. I know the people that fall under me; I really pushed them got to get them in, they did a great job. Like I would say almost 100% of them got in most of their stuff. But what's the outcome of that? They are overwhelmed this week with students at their door, freaking out, and there's no other way to say that. These are adjuncts, they don't have extra time they don't get paid extra to do that, but they're doing it out of the goodness of their heart. So you know I'm a big advocate for those adjuncts, and, by the way, thanks for having the party for them **Provost Perreault**. They are coming to me saying; *"I don't get paid enough to do this. This is too much on me. I'm overwhelmed I have to get out of here and I have a line at my door still"*. We still have that same full time faculty problem. And so I know we're doing more with less. When we used to get the

Final draft of the November 4, 2016 Senate meeting minutes for ESP send-out and review. VM.

midterm grade reports saying who was at need, and they really needed their midterm grades in there, they used to have little codes on the side saying which academic program. We could call their counselor. So that was actually helpful because those aren't in there anymore. And my last comment is we talk about bringing in higher level students and doing an honors college and I think that that's a wonderful idea; however you should see the faces of the students who are the higher achievers in our classes with the lower achievers they want out of Buffalo State as fast as possible. So if you do the honors college you have to keep these kids together because the more selective students they want to hightail out of here as fast as possible.

Senator Nikischer: I just wanted to say I do think four plus one programs can be a really important option here. Because high achieving students can see a master's degree at their door in that fifth year. Additionally they begin to take classes with graduate students while they are undergraduate students. They have that higher level of discourse happening. Plus they have an additional advisor, they have their undergraduate advisor as well as a graduate advisor. I think if we can expand these programs, it speaks to multiple issues.

Senator McMillan: I know that we spent a lot of time on that but I think it's a worthy discussion. So thank you all for that. Next we're going to move into committee reports because we're going to have a budget report within the BSAC's Report.

COMMITTEE REPORTS

Budget & Staff Allocations Committee (BSAC)-Fred Floss, Chair

Vice President LeVine spoke first with his presentation of the Budget Report (Via Power Pt.) Please go here to view Budget Report slide show: <http://collegesenate.buffalostate.edu/reports-senate-2015-2017>

VP LeVine: So just as a kind of a high level overview of what I want to do is: give you an idea of the results of last year's budget, talk about the projections that we currently have in place for the current year budget, talk about some of the steps that we're taking to enhance stability in the financial side. And then just an overview of some of the issues and trends that we're thinking about that are going to impact our budget into the future. This is a historical a picture of the budget, the red line is the revenues, blue lines expenditures, and you can see that as we entered the 2015/16 year we were projecting a budget deficit of about \$1.1m. The final results of 2015/16 we ended up a little better and ended up with a half a million dollar budget deficit and this was the combination of a few things, one being; utility expenses were over a \$1m less than what we've projected, and we have ordered a mild winter for this year too. The campus units have underspent their budgets significantly and then the revenues that we projected were actually lower than what we expected. The melt from fall to spring was more than we thought it would be. We ended up a little bit better at about half a million dollars. As we start planning for the 2016/17 year, we're projecting about \$6m less in revenue, that's a result of our enrollment being down about eight hundred students. Our tax support went down slightly, in 2014/15 SUNY gave us a little bit of extra money, and they've taken it away over two years. On the 'uses' side, we start our planning with the previous year's budget, and then adjust for changes we know about. In 2015/16 we had some one time salary costs that we won't have in this current year, so we take them out of the budget. And then we have new negotiated salary increases that we'll have to pay to the tune of \$1.8m. Miscellaneous budget adjustments are things that happened over the last year; where we had some additional TAP we had to

Final draft of the November 4, 2016 Senate meeting minutes for ESP send-out and review. VM.

fund, and reallocations from where we moved money out of expenses out of the state budget to other budgets. The bottom line as we entered the year is; we're looking on the state purpose side of a budget deficit of about \$8.9m. We've been talking about all funds, and talking about planning using all funds, and so what this does is takes that previous budget, and adds in unrestricted IFR resources that we have that we can use to help balance the state purpose budget. So each year that is somewhere between \$1.8m and \$2.5m. We're planning on \$2.4m of extra revenues to help balance the budget. On the 'uses' side all of these categories are exactly the same but, we added a line in, which I normally don't like to do, but the budget is bad. We normally have budgets out in the units that don't get fully spent. If you looked at that over a three year period it's about \$1.9m average. We've put in there budget savings about \$1.8m, will that happen? To some extent we know it will, hopefully it'll be that. And that then takes us down to a \$4.6/4.7m budget deficit on all funds basis. When the President did the communication about the hiring freeze that is the number that we used to be really looking at this from an all funds basis.

The other thing to point out with these numbers; this \$1.7 in negotiated salary increases that we need to cover for this current year; some of them are our one time dollars that we won't have as we go into the next year, actually \$1.4m of that is one time. And so if you take that out of this bottom line, as we start planning for the following year, we're looking at a starting point of a structural budget deficit for the campus of about \$3.3m. So what are the kind of things we're doing to address this? You're all aware of the hiring freeze that was announced in September by the President. We were in the process of working on an enrollment projection model. The CIO, Controller and the AVP of Enrollment Management are working with others to help plan for what our enrollment will be. This is not something we've had in place. It becomes very hard to do any kind of budget planning without knowing what our enrollment is going to be. This is a critical piece to do any kind of financial planning. We're also working on an analysis of campus finances, the finance and management, budget, and the financial team has been looking at historical trends for the campus, for V.P. units, we are looking at peers, and building unit profiles that bring together financial H.R. and enrollment data. Part of the idea is; where we can do targeted cuts, we need to go in and identify \$3m of cuts, we don't want to do across the board cutting, and we want to do it strategically. These analyses we're doing will probably raise questions, there will be answers but it will give us places to focus on. We're also talking about opportunities for reorganizations on campus that may lead to savings or efficiencies. We have a formal budget process drafted with a governance structure, it's that's been reviewed with the cabinet and we plan on the role-in something now during this year for planning for the 2017/18 budget and beyond. We are looking for input. Many of you may recall that back in 2010/11 there was a similar process where we went out and we asked for campus input. The results of that process are out on the budget website at: <http://budget.buffalostate.edu/2010-11-budget-status>

You can go out and take a look at it, we encourage new ideas, additional information, expansion of some of those, and they come to me at: **New Ideas:** VPFM@buffalostate.edu

As far as the future, we had a long discussion about enrollment, and enrollment planning is key to developing a stable financial model for the campus and so all of that needs to happen. The future of rational tuition and that there's no expectation that we're going to have rational tuition next year. I don't think SUNY has the wherewithal for pursuing that. We know that SUNY is talking about fees and restricting increases, and use of fees. We know about negotiated increases, we haven't got funding over the last several years for negotiated increases. The governor has agreed to contract with PEF that increases salaries by 2%. If UUP and CSEA increased 2% for next year, it's about \$1.4 m. If we didn't get funding for that, it would be a \$1.4m budget cut to us. SUNY-wide priorities and problems; SUNY has a deficit, SUNY is looking to centralize; the only place that

Final draft of the November 4, 2016 Senate meeting minutes for ESP send-out and review. VM.

the money exists is out in the campuses. They're talking about increased assessments, we have to be aware of what they're looking to do there, and how it would impact us. You know we've talked about SUNY resource allocation model. When I first got here we talked about one that removed about \$3m of funding from us. Will that happen? We don't know but that's something that we have to be aware of.

Questions?

Senator Grant: What exactly are negotiated salaries, is that an increase?

VP LeVine: Most of the employees on the campus are covered by union contracts. Those contracts are negotiated by the governor's office. It ends up being a cost to the campus we have to pay those costs out of our budget. In some years in the past the state has given us money. But over the last several years we have not received money, we have to pay the expenses without the additional funds.

Senator Goodman: Can you comment on our reserve funds and how big that is, and were any of those used last year? You said we had a small deficit.

VP LeVine: Last year's reserves were about \$27m, and we are currently at \$29m. That is a direct result of the fact that we had a little over \$2m of these unrestricted funds, that we used to half a million to cover the state purpose budget deficit, and the balance goes to build a reserve into the reserve so that's what happened last year. This year if we ended up exactly like our projections we'd be taking \$4.7m out of our reserves this year.

Senator Qualls: We had a pretty light winter last year, I'm wondering if we have a heavy winter; we know how utilities can really run up the budget. So can you speak on that?

VP LeVine: We have a set budget for utilities, and the actual usage of that fluctuates every year depending on rates and usage. Last year was great, we saved a little over a \$1m which then helped us to get close to balancing the budget; half a million dollars was pretty good. We don't bank. We're not banking on a million dollars of savings this year, if it happens we'll be very happy.

Senator Qualls: We know that enrollment is a big issue and it's really strange to me that Buffalo State can't seem to come up with a good enrollment format. I'm sure that that's coming hopefully after all these years. The other part is this, a point we have been making over the years, not to exclude, or include anybody but to think about the tradeoff between services and academics. Academics it seems, at least in some of the places I've been, including here at Buffalo State; academics seems to be sacrificed for student services. I certainly believe in supporting students, I'd do it all the time even at my own cost. I just think that we have in higher education been really remiss in being able to provide the type of academics. First thing they do is put a freeze on faculty. And faculty hiring and I understand because I know that there is a bigger picture here, but I just think that is so important for us to really think about that relationship between what is absolutely necessary for us as higher education to do, and being able to look at what we can do in terms of helping students go elsewhere to get some other support services. We have a lot of great student support services here, but we don't have enough faculty, and I just really think that's something that needs to be more of a priority. I think that's one of the things that will help with the enrollment, I believe it from the bottom of my heart. You do the

Final draft of the November 4, 2016 Senate meeting minutes for ESP send-out and review. VM.

right thing you go where you need to go; they will come.

VP LeVine: We agree and we talk about this with the cabinet, the Provost agrees.

Senator Sherman: I heard a rumor. I have no idea how reliable it is which is why I'm asking you. Because one of the things that would impact the budget because it would change the salary load. Is there going to be any kind of retirement incentives coming? Are you aware of any of that?

VP LeVine: Not that I've heard. We have not talked about it, and I have not heard any of the unions talk about it. They cost money.

Senator Potts: I'm very curious about the economics of different types of students at Buffalo State. The obvious division of students, which we didn't discuss in the previous segment of this meeting was; out of state tuition versus in-state tuition. I'm not a finance person, but I see it a couple of ways; you want to balance the budget, either get more students and you get them to stay longer, or you get them to spend more money some other way. And while everybody pays the same in-state tuitions, we can't charge different students different amounts, but we could bring in international students, or out of state students. The other thing is about different levels of selectivity; highly selective, selective and less selective, those students consume resources on campus at different rates, and yet they all pay the same amount. Maybe we should be seeking to find that sweet spot between tuition paid, and resources consumed. Has your office done any of that type of analysis; looking at our students in that way, or if not whose office would be doing that type of analysis?

VP LeVine: When I first got here the question I received was; what is the number of students we need to balance the budget. I was shocked, that's not the way this works in my mind. The academic side of the house needs to figure out what should our enrollment should be, and what should our mix be, and once that is determined, a real strategic enrollment plan; then I can figure out what the budget needs to be to support that level of enrollment. Most of the questions that are really going to fall out of the strategic enrollment planning, and that is getting renewed focus, and if it's critical at that time, then we'll step in. Have we done anything, no, but we are a part of the discussions with the enrollment plan.

Provost Perreault: **Senator Potts** you are exactly right, those efforts are being done, and actually **Dean Severson** has done a heck of a job starting some of that work. So the less selective students do costs more if we do it right. They are going to cost more so there is clearly a correlation between the need for those services and their student success.

The area that we always point to is EOP, their astounding success so students succeed better than you would predict just by their GPA, or SAT's. We keep saying; we know what works, we know it works, it is just expensive. It costs about \$4,000 per student if you want to do exactly the same EOP model, and we cannot afford that. What can we take and scale up that sort of what EOP does so successfully? How might we scale it up? That's part of the real deal but we do need to break that out for all of our students to really be much more intentional about; if you're going to let in this particular group of students understand that there's a cost to that, they're not one to one. Out of state students they're great, we're kind of stuck with border policies. So what we would do is we had graduated tuitions so we could get all these Pennsylvania kids, and they can come in here and not have to pay full out of state. We're not allowed to do that but you know Pennsylvania does it to us, so

Final draft of the November 4, 2016 Senate meeting minutes for ESP send-out and review. VM.

we're at a disadvantage by some of the policy. So there's lots of moving pieces but I mean you're one hundred percent right.

Senator McMillan: The strategic enrollment committee has really shifted focus and they're just getting started. The President and I have already talked about having them come in next semester. We are moving in a direction that is going to be useful, but it is most useful for them to come and talk to us next semester. We will book them in the first couple months of the semester.

Senator Goodman: You mentioned something about on one of your slides; formal budget structure with the governance and cabinet. Could you explain what that means exactly?

VP LeVine: So what is the budget process now? There isn't one. What you had last year, that's what you've got this year. We make some adjustments around the edges, and we have a process drafted that looks at discussions with the budget office, and deans and maybe below. What do we do to build a real all funds budget that we implement in the following year? Then governance is about putting the right kind of structure around it so it has enough community input that it's not just saying here's what your budget is, it's based on community input, and awareness transparency.

Senator McMillan: Because we only had a three week turnaround for this meeting, we did not get these reports to you ahead because we were literally getting them done this week. So these will be available on the Senate report site: <http://collegesenate.buffalostate.edu/reports-senate-2015-2017> and in the minutes. If you have other questions, please let me know and we will forward them to the appropriate parties. This is not the end of that discussion if you still have questions, I know you didn't get a chance to see those reports, so you may not have formulated questions.

Senator Floss: Let me just say a little bit about the contract and then negotiated raises. First by New York state labor law; the first year of any contract is fully funded. The importance if you look at the 2007/2011 contract, you'll notice that most of the funding was front end loaded which helped us out an awful lot.

Governor Cuomo has not done that and what's happened if you look at the monies that we're talking about the one time raises, because they're not on base they end up not getting put into the budget to be funded because they're considered one shots. This is a basically different version of **VP LeVine's** table of what the losses are and the \$3.2m deficit and if you look at this. I think the important point about all of this is that again we have about \$1.4m in structural but if we look at our state support the most important thing is for the last three years it has been flat. Now while **VP LeVine** or **Provost Perreault** can't tell you to do this, the only way to fix that is for all of you to start in the next two weeks because the governor's budget is being put together as we speak; is to be able to talk to your legislators and point out that we have this problem. The reality is if you talk to your assembly people today if you talk to; **Sean Ryan** or **Tim Kennedy** or any of the other legislators in western New York, they don't realize we have a problem. I was talking with them last week we are going to be lucky, it does look like out in Lancaster and Depew that the new assembly person from that area is going to be a UB faculty member from the law school. We have been working with her to be able to make sure that our voice is heard. But what I have heard from the legislature is that they have heard from no one from Buffalo State that there is a budget problem here. Their view is that; if they're not hearing from lots of people; and they're not talking about **VP LeVine** or the **Provost** at this point they expect them to come in and say; 'we have a problem every year'. They expect me to come in and say; 'we have a huge problem every year'. What they're looking at is they're looking for you in your classes, and they're looking for the faculty to actively go out and send letters, and discuss this so that then the governor can be pushed. Without that, we will continue to be flat.

Final draft of the November 4, 2016 Senate meeting minutes for ESP send-out and review. VM.

In the study that we did for the Center for Collective Bargaining last year; in 50 of the 50 states over the last five years, no state has raised state support by as much as the CPI. So every state has in real terms cut higher education. When you listen to governors and other folks around, what you're going to find is everyone's doing it, so it's okay for me to do it. Unless we're going to stand up, all of the terrible things that we're talking about, because we worry about the numbers, but we forget about the solutions, one of the large solutions is to go out and get the state to fund us an appropriate amount. If you look at that number, and we just got the 2% and Governor Cuomo has said that all of the agencies should grow by 2%. Now what he did was he took the money from higher ed. and put it into K through 12, so they could grow at 4% and we grew at zero percent. If we would have gotten our two percent that is \$1.4m or about 45% of our structural deficit is coming from simply us not getting our correct support, and because we're not doing that. I want to put out a push for that, there are different groups on campus that can help you with that. I wanted to point that out how important the state supports size and what's going on. The second part of what BSAC has talked about if you look at our tuition and our revenue is essentially because of rational tuition. What we've had is that tuition has been raised substantially over the last few years. That has allowed Pennsylvania now to be cheaper than we are. If we look at where it's been tapped most SUNY Fredonia over the last two years now is down 25% in their students and they know that they're all pretty much all going over to Pennsylvania schools, that's the real border thing, that hasn't hit us yet, but that is coming here. The other part that we have to realize is that if we're taking in less selective students, we're probably also taking in poorer students. If we're taking in poorer students, some of these students in fact are not coming back simply because they can't afford it, they've worked so hard. Some of them may end up not doing well academically, but because they're working so hard to get enough money to be able to come here, they get themselves into a cycle that doesn't work, and we all need to recognize that. BSAC is going to work a little bit more on what economists call; price elasticities to figure out as tuition and prices go up, how many students we should expect to lose. I did this about ten years ago but will we can redo it again to look at all of that. "Say Yes" is hurting us. I don't think people realized how the process works. I probably wouldn't have if I wasn't on the Buffalo Fiscal Control Board where they came in to say; 'how proud they were', and what they do though is that first you must get all of your financial aid, then anything above your all your financial aid they will pay you up to the SUNY tuition. Well what does that mean for almost all of our students? Our students won't get any money from "Say Yes". What they're doing is saying; 'here's an extra whole bunch of money if you want to go to; Canisius, if you want to go to Hobart, if you want to go to Harvard; wherever you want to go', we'll give you more money. Many of these students used to come here, because they couldn't afford some of those other schools, but now they can afford them, and some of them are going out and are leaving. I want to point out that we should be concerned about what they're doing and what they're saying. It may mean we need our own program to go into the city schools where they're working, and make sure that they're not pushing students away from us. A lot of what we started to look at when we've talked to **Dean Severson** and **Jim Thor** was a question of; 'well what in fact were student enrollments?' so if we look the paper and the projections were actually done in 2007 and 2008. Let's go back and look at the projections for New York State. They do it in New York City and ROS (Rest Of State) that's a budget term in New York. If we look at what their projections are and here's how they do them. They go back and we know who's in twelfth grade eleventh grade and they go down to first grade, and we know that actually it forecasts out pretty well the number of people you have in first grade we can predict how many people are going to go out. They did that and they have to calculate essentially a dropout rate. They calculated a dropout rate, and then calculated the number of students that they saw, and you'll start to see in 2007 they were fairly close. There were about; 185,000 twelfth graders in New York State, and their projection was; 188,000. I went

Final draft of the November 4, 2016 Senate meeting minutes for ESP send-out and review. VM.

through and here's their projections, and then here are the actual numbers. The good news is; the blue number is their projections, the gold number, or the orange number for us, is what actually happened. They very much *under* projected what the actual number of graduates are over the next few years. I will attempt to redo all of their things so we can go out to 2028. They haven't really looked at that because as SCD said; well we've putting out the numbers now so everybody can do it themselves. I don't know that anybody has actually done it.

So we've looked at that and that should suggest to us a couple of things one that there are students out there that it isn't hopeless, that we can't go out and get better students because they are going to be more students out there. The other good news over the last five years is that graduation rates are up substantially they've gone from about 72% to about 79%.

High school graduation rates: Now let me say one thing about what we might be seeing from that if we think about the statistics. These new students who are graduating from high school, they're not going to be in your tier one group. These are the people who wouldn't have graduated before, but now because of interventions and other things at K-12 level, and for all of the work that they've done, has moved these people up and gotten them to be able to graduate. So that does suggest that this idea that these new students that are coming along in that we're going to get, they're more likely to be those 2's, 3's and 4's that we're looking at. So we're going to have to ask the question; if these are the students that are graduating, what is the strategic mission.

We are the budget folks here, not the figure out how to get them through the program folks. We're just putting the numbers together to be able to give you a better insight into that. I've heard from many of you that Western New York is a disaster, there are no students, and the world is going to end soon for WNY. The reality is; that if we look at high school 12th graders and first grader's we're flat. That means that we should be able to go into WNY and western New York now or seven counties, I'm using the New York State Department of Labor regions. WNY's enrollments are essentially flat and actually in the next two years they're going to go up. Our ninth and tenth graders, there's actually a larger cohort there. The interesting thing to find out about this is that if we look at this is that the one area where they're going to lose students over the next few years is Long Island. If our Strategic Plan was to go into Long Island because there are lots more students there, I would just suggest that we may want to think about that a little bit. WNY is 7% of the cohort and twelfth grade. There's 7% of the cohort in first grade, which would be the class of 2028 if any of them are left there. But in Long Island they're going from about 20% to 16% of the state population the one area that really is growing is New York City, it's going from about 33% of all high school graduates to about 40%. So that as we start to look at that we can stone start to do some of these kinds of work and as I say we can do more work there in everything else. Here is our positive good news for everybody that there are students out there for us to go get we may need to work on them but we can do that.

Age Profile

The real concern over the age profile. Our full time faculty not staff. (I have another one for the staff). So I apologize to the staff for time purposes. This becomes the more important one. What you see at the top is we do have someone who is 92 who is still teaching here full time. So what I did was I asked the question how many people with each age were here in 2006, and how many are here ten years later. From 80-65, we have gotten much older, most of them are men. Mentoring new faculty members is not done by 80 year olds, but by those in their 40's and early 50's, we never hired them. Starting in our early 30's, we are way down in young faculty members. How are we going to get people enthused, how do we get new programs involved in working

Final draft of the November 4, 2016 Senate meeting minutes for ESP send-out and review. VM.

with students? We can start to see that the problem is, we don't have a middle-aged cohort that can help younger faculty learn the ropes. We have less young faculty, but more contingent, but those numbers are not part of this profile. Full time people need to be here for long number of years. This is a little warning on this and start the discussion. This must be a part of our Strategic Plan.

Senator Qualls: It isn't just about mentoring, but the energy and creativity. When you have those middle cohorts the students can relate and also with the use of technology.

Senator Floss: Number of department have a median age of over 60. Because of this we can see whole departments leave, without those to replace older faculty.

Senator Wall: Is there an estimate of home schoolers?

Senator Floss: Yes. I can get those numbers.

Senator Grant: How much is the total of SUNY's budget?

Senator Floss: It depends on what you are talking about, but generally it is about \$8 billion.

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

Senator Ben-Merre: We are presenting the motion for endorsement of the Statement of Ethical Principles. We presented this at last month's Senate meeting, and now we are going to vote on this.
(See Appendix A for complete motion)

There was no discussion.

Senator McMillan asked for in favor of this resolution? Approved. There were no objections.

The UFS is now working on writing up something on Academic Freedom. So we will bring that to the Senate when that is ready.

STANDARDS FOR STUDENTS-Heather Maldonado, Chair

Senator Maldonado then presents for vote the motion with revised language to the DOPS policy on; Student Eligibility for an Academic Minor. **(See Appendix B for complete motion)**

There was no discussion.

Senator McMillan asked for in favor of this resolution? Approved. There were no objections.

UNFINISHED BUSINESS

There was no Unfinished Business.

NEW BUSINESS

University Faculty Senate Report-Senators Scott Goodman and Amitra Wall

Final draft of the November 4, 2016 Senate meeting minutes for ESP send-out and review. VM.

The report is from the 174th Fall Plenary at SUNY Cortland. It is posted on the UFS page of the Senate website at this link: <http://collegesenate.buffalostate.edu/university-faculty-senate>

CONSTITUENT QUESTIONS-(CQ's)

There were no Constituent Questions.

Adjournment: 4:55 pm

APPENDICES

Appendix A

**Presented for endorsement/vote by the Faculty and Staff Welfare Committee, Revised language-November 4, 2016
Resolution for a Public Statement of Ethical Principles –presented for vote by Senator Ben-Merre on behalf of Senator Brickhouse**

Whereas, Buffalo State College is an academic institution within the State University of New York system; and

Whereas, SUNY's Strategic Plan (The Power of SUNY) has articulated SUNY's commitment to a set of five core values to act as a guide in pursuit of its mission: student centeredness, community engagement, diversity, integrity, and collaboration; and

Whereas, The University Faculty Senate has approved a Statement of Ethical Principles; and

Whereas, Buffalo State College is a diverse and inclusive college committed to the intellectual, personal, and professional growth of its students, faculty and staff in a civil and caring environment; and

Whereas, Each individual at Buffalo State College is integral to the realization of our mission, vision and core values; and

Whereas, Buffalo State College is committed to ethical and professional conduct and we are each responsible for conducting ourselves with the highest ethical standards; and

Be it resolved that Buffalo State College endorse and adopt the Statement of Ethical Principles approved by the State University of New York University Faculty Senate, **and reaffirm our commitment to academic freedom.**

Statement of Ethical Principles

The University Faculty Senate of the **State University of New York** has developed a set of **Core Values**. Our **Core Values** of *Student-Centeredness, Community Engagement, Diversity, Integrity, and Collaboration* underlie the work we do and how we interact with each other, students and our stakeholders. They articulate the basic elements of how we go about our work.

In addition, the University Faculty Senate of the **State University of New York** is committed to ethical and professional conduct. We are all responsible for conducting ourselves with the highest ethical standards and to comply with all legal and regulatory requirements, policies, and procedures appropriate to their relationship with the University.

Among the Ethical Principles to which we commit, and that underlie our ethical conduct, are: fairness, civility, character, respect, honesty, trust, transparency, and inclusivity. We strive to integrate these values into our teaching, scholarship, business practices, and daily interactions among all members of the University. The increasingly necessary relationships that have evolved between the University and outside entities, including but not limited to governmental agencies, community groups and business firms, require that we conduct ourselves in a manner that will withstand the sharpest scrutiny.

Fairness: In our relationships with each other, we are fair and just in our decisions and actions by carefully weighing the circumstances in an equitable manner.

Civility: We achieve an open working and learning environment when each community member feels secure enough to participate in the free exchange of ideas. We ensure an honest and supportive climate which serves the interests of the institution and protects the well-being of all individuals.

Character: In order to support excellence in learning, we act in the colleges' best interests. As a community dedicated to providing education, we demonstrate professional integrity and exemplary behavior in all that we do.

Final draft of the November 4, 2016 Senate meeting minutes for ESP send-out and review. VM.

Respect: We demonstrate a high regard for the rights, diverse opinions, and lifestyles of all community members. It is our responsibility to establish a climate of mutual respect to protect the rights and freedoms of others.

Honesty: We demonstrate our honesty by being truthful with others, acting in good faith, responsibly; and with due care, competence, and diligence.

Trust: The development of trust relies on our ability to treat others equitably and in a non-exploitive manner.

Transparency: Transparency of process inspires confidence. In its simplest sense, transparency is a clear, unhindered honest way in going about the business of the University that includes meaningful and significant representation of its members.

Inclusivity: A diversity of ideas, disciplines, and people is valued. The university cultivates a climate and community where people are welcomed, supported and safe, and treated equitably and valued. The university also strives to ensure not only access to entry but support in ensuring equity of opportunity in all areas of the community.

Transparency: Transparency of process inspires confidence. In its simplest sense, transparency is a clear, unhindered honest way in going about the business of the University that includes meaningful and significant representation of its members.

Inclusivity: A diversity of ideas, disciplines, and people is valued. The university cultivates a climate and community where people are welcomed, supported and safe, and treated equitably and valued. The university also strives to ensure not only access to entry but support in ensuring equity of opportunity in all areas of the community.

SUNY is committed to maintaining its reputation for the highest ethical and professional standards of conduct. We rely on each community member's commitment to these values. Each member represented by the University Faculty Senate should operate in good faith, demonstrate respect for the rights of others, and strive at all times to maintain the highest standards of integrity and ethical conduct in all situations and all relationships.

These values and their descriptions are designed to be principles for SUNY agencies to consider when developing their own Ethical Principles statements, policies, and procedures, and as such do not super cede or invalidate any existing documentation in any SUNY agency. This document is not intended to be used as a policy for compliance or enforcement.

Appendix B

Student Eligibility for an Academic Minor – DOPS Revision

Introduced at the October 2016 Senate Meeting

by the Standards for Students Committee

Whereas the undergraduate general education program was reduced in Fall 2014 from 66 to 33 credit hours;

Whereas some majors do not permit students to declare unless they have earned 45 or 60 credits;

Whereas college policy does not require undergraduates to declare a major until 60 credits;

Whereas DOPS IV:05:00 states “an academic minor at Buffalo State is an optional program of study **available to undergraduate students** and may not be required for graduation from any degree program. A minor may be used to complement the major course of study, **broaden and enhance career opportunities, gain expertise in an area of interdisciplinary studies, or provide in-depth study in a subject of special interest;**”

Whereas matriculated undeclared undergraduates are systematically excluded by campus policy (DOPS I:08:00) from reaping the benefits of a minor course of study as described in DOPS IV:05:00;

Whereas declaring an academic minor may help undeclared undergraduates to identify a suitable major field of study;

Therefore:

BE IT RESOLVED THAT Buffalo State College amend current policy (DOPS I:08:00) on student eligibility for an academic minor by eliminating the restriction that **“a minor may only be earned simultaneously while completing a major degree program,”** effective immediately.

BUFFALO STATE COLLEGE DIRECTORY OF POLICY STATEMENTS

Policy Number: I:08:00

Date: Updated February 2014

Subject: Student Eligibility for an Academic Minor

Buffalo State College academic minors are specifically conceived sequences of courses designed to allow students to achieve important goals. A minor may be used to complement the major course of study, broaden and enhance career opportunities, gain expertise in an area of interdisciplinary studies, or provide in-depth study in a subject of special interest. While an academic minor is an optional study program, students often find it an excellent way to make strategic use of all college elective courses.

Each minor program consists of 18 – 21 credit hours of coursework. A minimum cumulative GPA of 2.0 is required for admission to a minor program and at least three of the courses in each minor must be completed at the college. A minor may include no more than 9 total hours that overlap with the student's major disciplinary requirements. Students who complete the minor with a minimum GPA of 2.0 will have the minor recorded on their official transcript.

Only matriculated students who intend to seek an undergraduate degree may be accepted into a minor program. A minor may only be earned simultaneously while completing a major degree program. Students interested in selecting a minor program should contact the coordinating department as soon as possible and complete a Change of Major/Minor form. A listing of all minors and requirements is on file in each department and dean's office. Only the coordinating department provides advisement on individual minors.

For information regarding the development of a proposal for an Academic Minor, refer to the Directory of Policy Statements, Section IV:05:00.