

•COLLEGE SENATE•

Official Minutes

October 14, 2016-Butler 210, 3 p.m.

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

•COLLEGE SENATE MEETING•

Official Abridged Minutes

October 14 2016

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

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

PRESENTATION OF THE MINUTES: **Senator McMillan** presented the minutes of Sept 9th 2016. The minutes of 9.9.16 were accepted without modification.

REMARKS OF THE PRESIDENT

President Conway-Turner: A couple of updates I wanted to give you first and then I want to talk about the enrollment report, budget, and housing. In September I was not able to attend the Senate meeting because I was at the President's SUNY meeting, and wanted to give you a brief update on that. We talked about a number of issues as we normally do at the first of the year. There was a great deal of space committed to the completion agenda for each campus. As you know Buffalo State, like all SUNY campuses, has a P.I.P. (Performance Improvement Plan) where we put forth goals for increasing our retention, persistence, and graduation rates and so the discussion really was a discussion of the whole body of presidents as well as by region, Western campuses, and by sector, comprehensive campuses, on issues related to the completion agenda. We talk a great deal about things that I know you're aware of and we've talked about before in here of the various challenges to recruiting in today's environment. The competition for the campuses and also the particular mission of each institution. So it was an interesting conversation. One of the things that came up was the notion of when one campus, the University Centers, decided to grow, and how that impacts other campuses and so we had a big discussion on those kinds of issues. Nothing was really resolved but I think it was really positive to get on the forefront of the whole issue; that if we are a system, and we're thinking about the needs of students across New York, then we also have to be attentive to what individual campuses do. I think that was a good discussion. What the SUNY system is going to do this year - they are going to meet with each campus, a team of two or three led by the system Provost will be coming to campuses to talk about our particular focus on completion, retention, and persistence. They're going to do these meetings by region. So when they do the Western New York region, all the campuses in this area will have a slot. That's going to happen either late fall, or early spring. There were some optimistic thoughts at the time that we might get this all done this semester but it's just beginning. When we find out when our time is for our meeting, and the agenda for the meeting I can share that with the Senate. We will be bringing a team to that meeting that will include people who work on enrollment issues, some cabinet members, and some Senate members as well. Since we just concluded and ratified our Strategic Plan (SP) and as we're ramping up, and increasing efforts on campus on retention, persistent and completion it certainly will be a good discussion for us to have as a system. The goal of the system, once they have all of these various discussions across campuses, is to role out a completion plan for the system of some sort, and that's about all that I know. That was a really big part of the meeting, and it was interesting to talk both in terms of the WNY contingent, as well as comprehensives and see the similar things that we're all talking about and the similar obstacles we're all facing and the challenges that we're all having. We also had a good deal of conversation about 'Teach New York', and particularly as it relates to recruiting teachers, and to our education programs. As you will see in a moment when I talk about enrollment trends, and as I know you know, we are all facing significant loss in our teacher education

Final draft of the October 14, 2016 Senate meeting minutes for Senate ESP and meeting on 11.4.16 VM.

programs. We talked about moving forward the kind of teachers that we need and we really want as a system to think about. How to recruit students that actually mirror the diversity in our schools. That is going to be a real challenge. So we talked about strategies on that and how 'Teach New York' helps to address some of those strategies. And a bigger and probably more difficult topic related to teachers that we talked about was how to change the dialogue. A public dialogue about teaching that many young people used to choose as a profession to become a teacher in high school. They are now choosing other things, not because they wouldn't be an outstanding teacher, and maybe not because their love is not with teaching, but because they feel that teaching is under siege for a variety of reasons. And so we talked about the profession of teaching under siege and what will happen in the future when retirements are occurring and we don't have the teachers in the pipeline to replace them. So those are the two really big topics that we talked about at the president's meeting. We of course spent some time talking about advocacy and budgets and issues like that. But the majority of the deep discussion occurred around the completion agenda or the teacher issue and how to move that forward. Our next president's meeting will be in December, so in the spring I can give you a report of what that discussion is.

ENROLLMENT UPDATE

President Conway-Turner: We have seen a significant decline in enrollment. We are seeing a decrease of students of the age of students going to college from high school. There is a decline in the Northeast in high school students for us to recruit. We are not growing and have a smaller number of students graduating in the N.E. At the SUNY meetings we discussed trends overall across SUNY. With ECC there is a decrease in student enrollment, and across community colleges. We're seeing a decrease everywhere except in the south. And we see this trend nationwide. I thought it was important to begin with a recognition that we know that we're seeing a decline in the northeast of high school students and students who are graduating from public high schools, and that are available for us to recruit. As a part of framing the discussion I wanted to also present a chart that shows the overall national trend of what's happening with young people ages 18 to 24 across the nation.

What's happening across all of our campuses within SUNY? You know we probably know most about E.C.C. what's happening in terms of looking at the Community College slice, and we know that we've been seeing a decrease in students at community colleges, and at E.C.C. for some time. If you look at this chart you'll see the overall numbers for students, and community colleges have also been decreasing. In 2011 we had over 114,000 students in our community college sector, and then in 2015 we had a little more than 104,000. We see that the number of students that are in our community college pipeline, which of course particularly influence our transfer students, are down overall, and a significant drop in our local school which is our largest feeder, so it's important to have that as a backdrop. Also if you look at the numbers you see that the number for comprehensive colleges is also going down since 2011. In 2011 we had over 91,000 students across all of our comprehensive colleges, and then in 2015 we had just over 87,000. We see that this trend of lower enrollment is not just about Buffalo State, but we're also seeing it in our sister comprehensive colleges. So where are we seeing the growth? The growth in numbers is really only occurring in the doctoral colleges. In our research institutions in 2011 the total was about 89,000 students and now in 2015 they enroll around 104,000 students. We know that that sector is growing and that sector also has been particularly productive in terms of recruiting international students, it's not all local students, but that is the only sector that's really growing. You're looking at all SUNY comprehensives and it's looking at continuing students, first time students, and transfer students. And once again it's just kind of drilling down a little more so that you can see what's really happening, that there are continuing students in decline, a tiny increase in the first time students, and a slight decrease in transfer students for comprehensive institutions, of which we are a part. All of that is just a backdrop so that we have a sense of the broader array and what's happening. So let's get to Buffalo States trends. The first slide is Buffalo State undergraduate enrollment trends over the last five years. You'll see that we are very much mirroring the overall pattern for comprehensive campuses and that we are down in transfer students, once again remembering that we're pulling from our community colleges. And we have not been a successful as

Final draft of the October 14, 2016 Senate meeting minutes for Senate ESP and meeting on 11.4.16 VM.

we'd like to with our continuing/returning and so we see those are both down. The good news is our first time first year students. We actually have seen some growth over the five year period. We had an all-time high a couple of years ago, as you know. This year it is a bit lower but it's still the third highest and there is interest in Buffalo State from first time students. The bad news is that we're not recruiting as many transfer and we're not retaining the continuing/returning students at the level that I think everyone in this room would like.

There was a constituent question; 'what is happening to undeclared students?' we have the least sort of control over, and some ways that we don't know why they come undeclared, and we don't recruit undeclared, we recruit to Buffalo State, and we try to recruit to our outstanding programs, but for those of you that are curious you can see that in our undeclared student population we've see some fluctuations: in 2011 we had 824, last year (2015) we had 852, and we dropped to 520 this year. So for some reason, which, if you have an interesting hypothesis we can talk about it later, but we do have less undeclared students this year than we've had before.

Undergraduate Enrollment by Status: this gives you a picture of full time versus part time students, and you probably know that we both saw a decrease in full time students as well as part-time students on campus. So if you look at 2011, the number of full time students we had 8,803. Right now we have 7,599 full time students. So we're certainly seeing the drop in full time students. But also what was really interesting and surprising to me was, we also saw a drop in part time students. In 2011 we had 1,200 part time students, and we only had 880 this last fall. There are probably a couple of logical contributors to decrease in part time students; probably the same things as driving the decrease in community colleges is also driving the decrease in part time students. As the employment opportunities have kind of ticked back up in the Buffalo area, some people are not taking classes part time, and or going to community college.

I also wanted to show a trend in some of our special populations that we talk about a good deal. First, All College Honors has grown over the years. In 2011 we brought in 49 students in the All College Honors. This year we brought in 61, a little bit down from the 70 last year. For our E.O.P. over the years we have also seen an increase. In 2011 we had 132 students in EOP, we've been able to lobby for and gain greater resources in E.O.P and so this year we had 218. We have a greater capacity than that. So we hope to do an even better job next year in recruiting E.O.P students. And then we have the group that we started in 2012, which we call Compass students. The Compass students have a similar profile to E.O.P. except there is not a financial need component. So that's how they differ from the E.O.P. students. We have increased that number since 2012, which I guess was sort of an experimental year, and we've increased them and also provided support for those students. Although I would be the first to say we don't have the same level of support that we can provide our E.O.P. students. It has been interesting to look over the five years and to see how the ethnicity and diversity has really changed on our campus. This shows a really clear picture how we've made significant gains by many of our sister campuses in the recruitment of students of color, that we have seen significant increases in the Hispanic population going from about 6.4% in 2011 to 12.1% this current year; we are really making good changes. The African-American population has increased from 6.2% to 28%. We are a much more diverse campus than we were five to ten years ago. And so we've had a good deal of success. Much of that success has been our recruitment in New York City, which is not a new recruitment arena, but certainly has helped us to actually increase the diversity.

I wanted to talk a little bit about yield. So on this chart you see the number of applicants that have increased over the years, and it's really good to see that the stock of Buffalo State is strong. We see an increased applicant pool. Once again an enviable increase by many of our sister colleges. So we have increased from more than 11,000 to over 13,000 in terms of applications. We've seen a comparable increase in accepts. But the issue really is that we have not been able to yield proportionally the same larger number of students. We know that we have some work to do in terms of students enrolled, which is the yield number. So we have a great application pool to work with as we move forward and as we strategize how to increase that.

Looking at the transfer students we see that this picture is quite a bit different. In the first year students we saw those really nice increases in applications that were occurring every year but mirroring what's happening in the community colleges around us and throughout the state, we see there is a decrease in the number of applications of transfer students. The pool is smaller, and so therefore we're seeing a smaller portion of

Final draft of the October 14, 2016 Senate meeting minutes for Senate ESP and meeting on 11.4.16 VM.

applicants. We strategized a number of ways and we can talk about this and we go to Q and A about how to get into some of the community college areas that we have not pursued so heavily before.

So what's happening in the different schools? Are we seeing different patterns when you look at the different schools? What this depicts is from 2011 to currently the changes that we're seeing across those years for our different academic schools. First, the School of the Professions. A little fluctuation. In 2011 they had 3240 and this year 3222, pretty stable in terms of the number of students that are enrolled in SOP. For the SNSS we see a little bit more of a dip over the five year period that we're looking at; 2,600 plus in 2011, and 2,400 plus in 2016. The School of Education (SOE), we all are aware of the significant challenges that education programs have had across the state, and across the country. We see a very steep decline compared to 2011 where a 1,005 of the students were declared in the SOE, and this year only 614. In the School of Arts and Humanities we see a decline; in 2011 you see 2,100 plus, and then this current year, about 1,500. So we see that we're seeing changes throughout our various programs, not just one, although certainly Education has had a harder hit. But there is attention we need to pay across all the areas. University College that would include undeclared students that we talked about before, ebbs and flows, in terms of people undeclared. But it also wraps in the individualized studies, so those students are also in that bar. We had 900 plus in 2011 and 600 in 2016. As I said, it's harder to know what to do when you're looking at those undeclared for strategies moving forward.

I want to spend a minute to talk about Graduate enrollment because, of course, the undergraduate piece is a very large part of our world but we have a significant graduate program as well. The trend in graduate enrollment is a decline over the last five years. For a new students we see that in 2011 we have 399 students coming on board, and this year 320, so a bit of a decline. The real hit is in the continuing and returning graduate students, which in 2011 we had 1,200 plus students in that category, and we only have 670 today. And of course once again we know the Education has contributed significantly to those to those numbers. We also broke out the various schools, so you could see what's happening in the schools. On the graduate level in the SOP graduate enrollments changed from 371 to 261; in SNSS, 254 to 204; in SOE, 592 to 349; and in SAH, 161 to 100 this year. So you see the trends, it's an issue for all of our schools, not just one, we have work to do there. I also wanted to show you the breakdown by ethnicity for graduate students. We've seen an increase in African-American population from about 8% in 2011 to 11% percent in this current year, and pretty much you know very small changes in any of the other groups in terms of ethnicity.

This is a chart that looks at graduate applications and what's happening over the years for applications, pretty steady over the five year period. But you know enrollment is still a little bit down. So once again in terms of the new students we didn't see that big of a dip, the big dip really is in the continuing students. And once again I would make a bit of attribution about returning students who perhaps are finding positions that they did not immediately find before since we have many professional programs.

I thought it would be interesting as a part of the picture to look at the degrees granted in the Master's and Bachelor Level, to get a sense of what's happening over the years. In our master's program in 2011 we graduated 861 students and in 2014-2015 it dropped to 673. So many of those continuing students are not completing. But what I thought was really interesting is that regardless of what we were doing in terms of the enrollment trends, we're pretty much graduating the same number of undergraduate students every year, and so there is still a lot of work we could do in terms of getting those students to stay and graduate. In 2011 we graduated 1841 and we graduated 1841 in 2014-2015. So we're doing something good. We just need to more that gets done right.

Senator Loehr: What is the acknowledged category in the enrollment trends?

President Conway-Turner: They paid a deposit and think they are coming.

This report below was sent to the Senate with the October ESP, and is also posted on the Senate website.

Please go to [Senate reports page link](#) to see the complete Enrollment Report from President Conway-Turner-October 14, 2016:

<http://collegesenate.buffalostate.edu/reports-senate-2015-2017>

National Enrollment Trends

High school graduates by region

The number of public high school graduates is projected to

- ▼ decrease 4 percent between 2011-12 and 2024-25 in the Northeast;
- ▼ be 1 percent lower in 2024-25 than in 2011-12 in the Midwest;
- ▲ increase 13 percent between 2011-12 and 2024-25 in the South; and
- ▲ increase 8 percent between 2011-12 and 2024-25 in the West.

Figure 11. Actual and projected numbers for public high school graduates, by region: School years 2006-07, 2011-12, and 2024-25

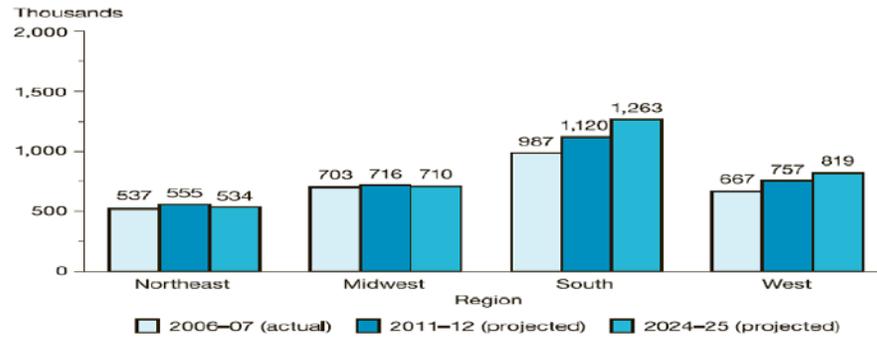
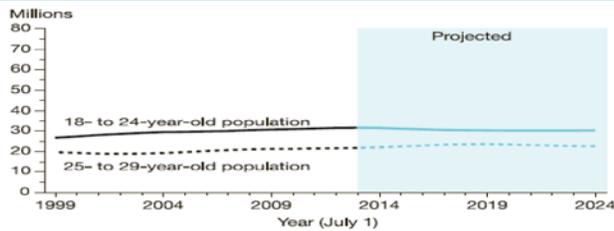
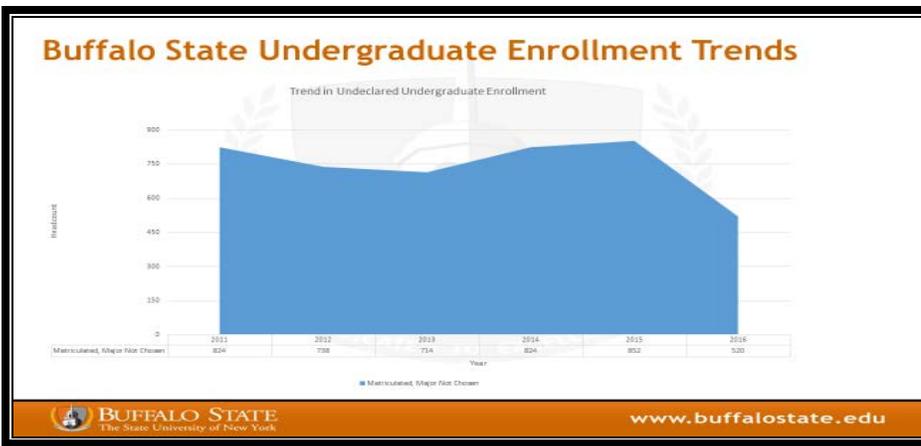
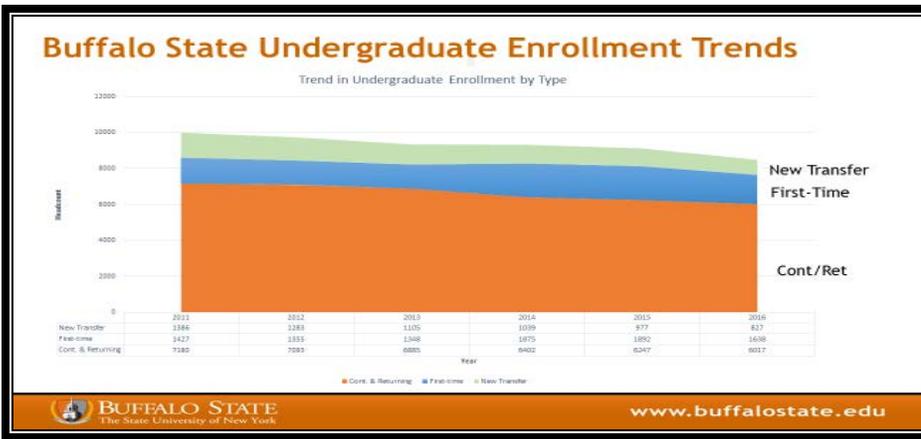
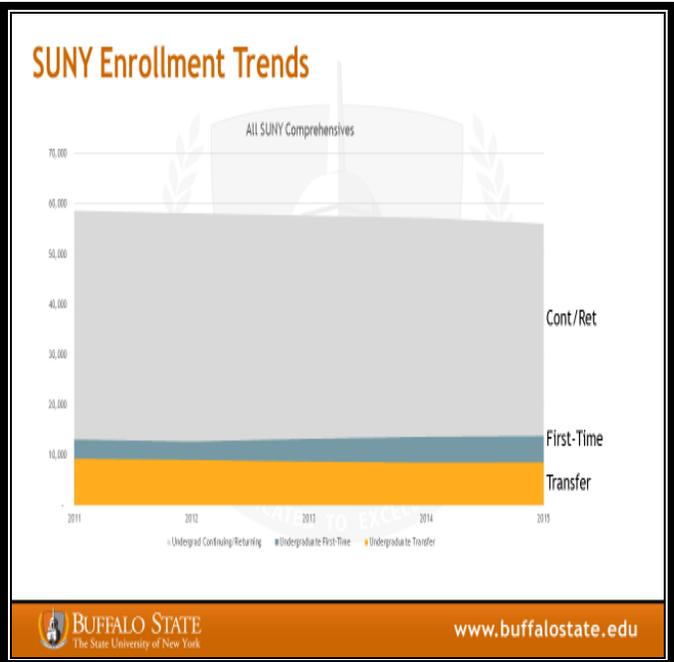
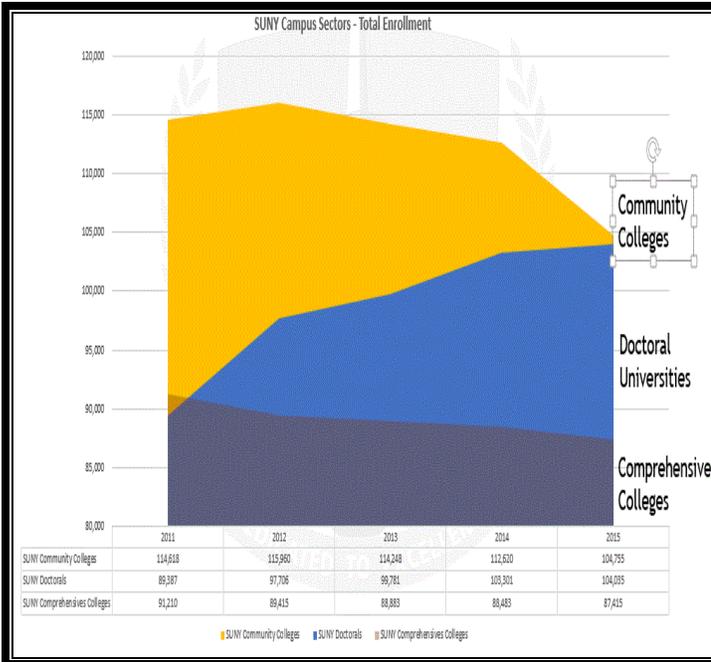


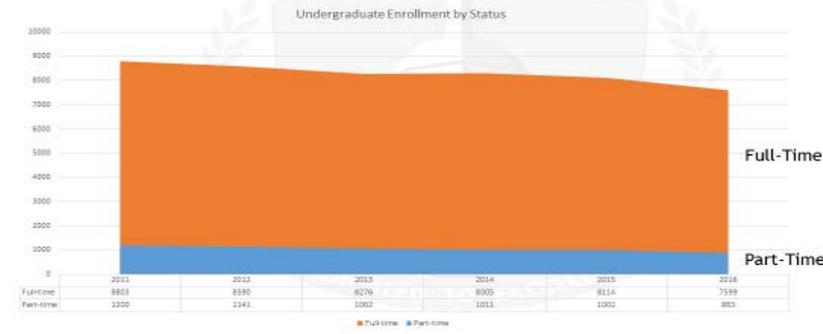
Figure 15. Actual and projected population numbers for 18- to 24-year-olds and 25- to 29-year-olds: 1999 through 2024



SUNY Enrollment Trends

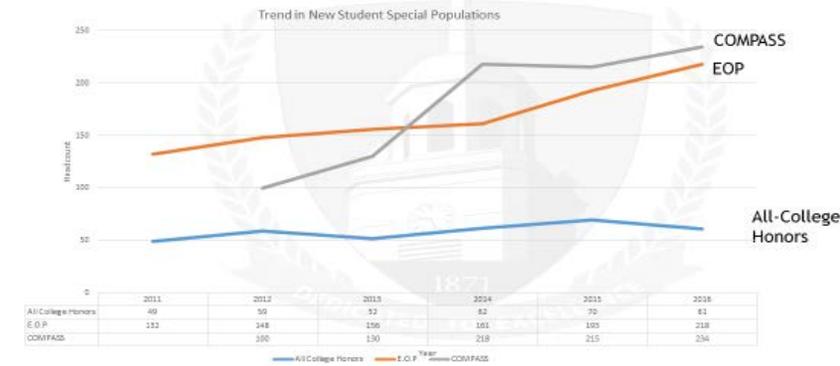


Buffalo State Undergraduate Enrollment Trends



www.buffalostate.edu

Buffalo State Undergraduate Enrollment Trends



www.buffalostate.edu

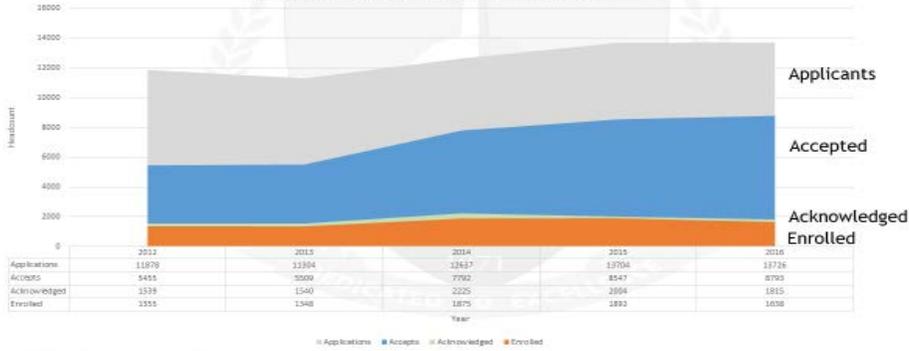
Buffalo State Undergraduate Enrollment Trends



www.buffalostate.edu

Buffalo State Undergraduate Enrollment Trends

Freshman Applications, Accepts, Acknowledged, and Enrolled

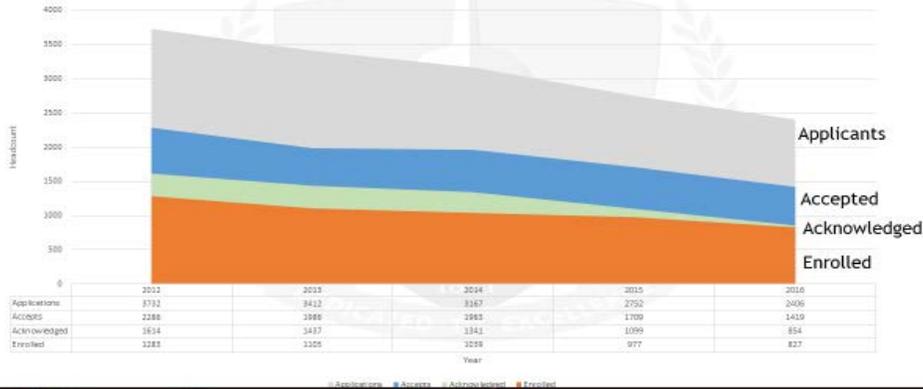


BUFFALO STATE
The State University of New York

www.buffalostate.edu

Buffalo State Undergraduate Enrollment Trends

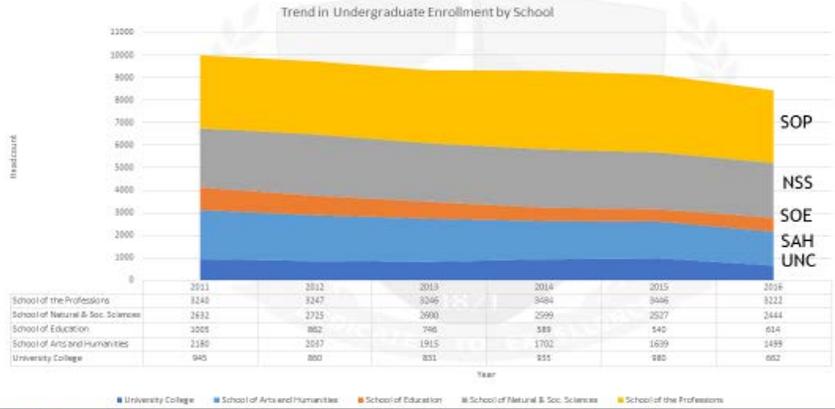
Transfer Applications, Accepts, Acknowledged, and Enrolled



BUFFALO STATE
The State University of New York

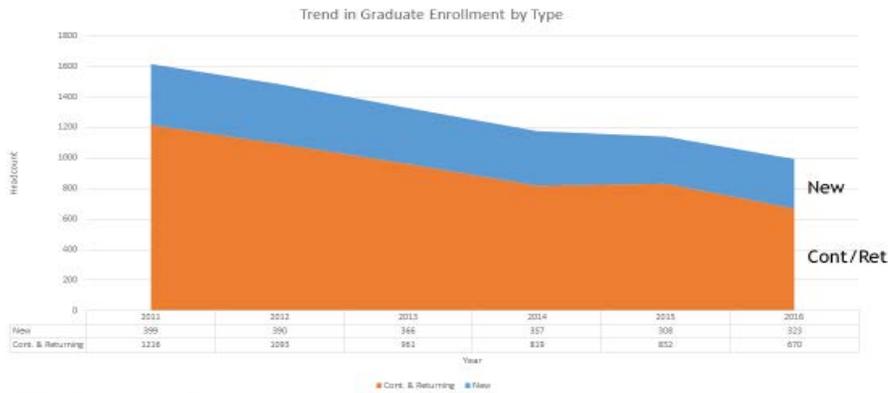
www.buffalostate.edu

Buffalo State Undergraduate Enrollment Trends



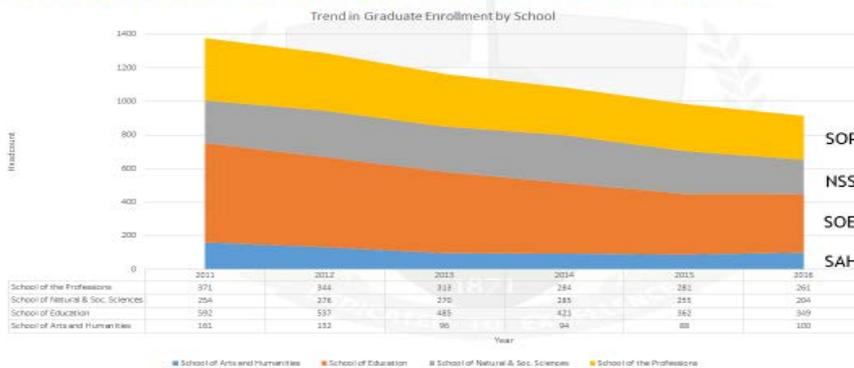
www.buffalostate.edu

Buffalo State Graduate Enrollment Trends



www.buffalostate.edu

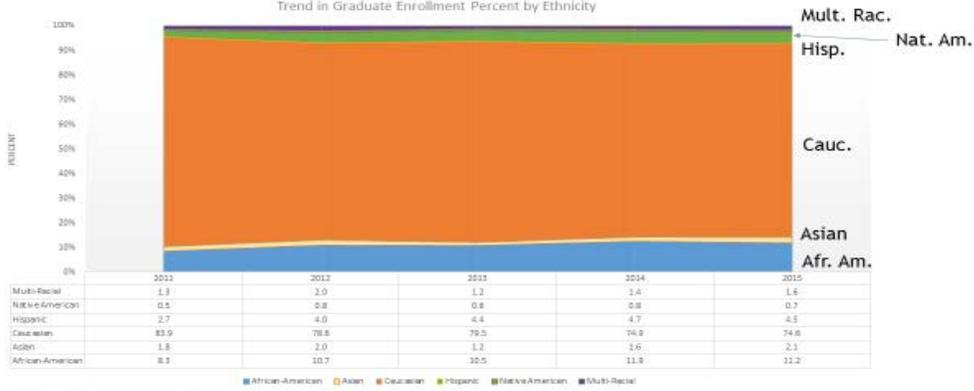
Buffalo State Graduate Enrollment Trends



www.buffalostate.edu

Buffalo State Graduate Enrollment Trends

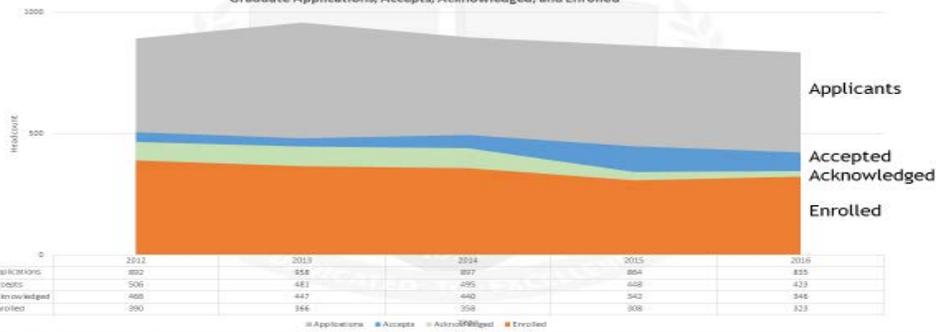
Trend in Graduate Enrollment Percent by Ethnicity



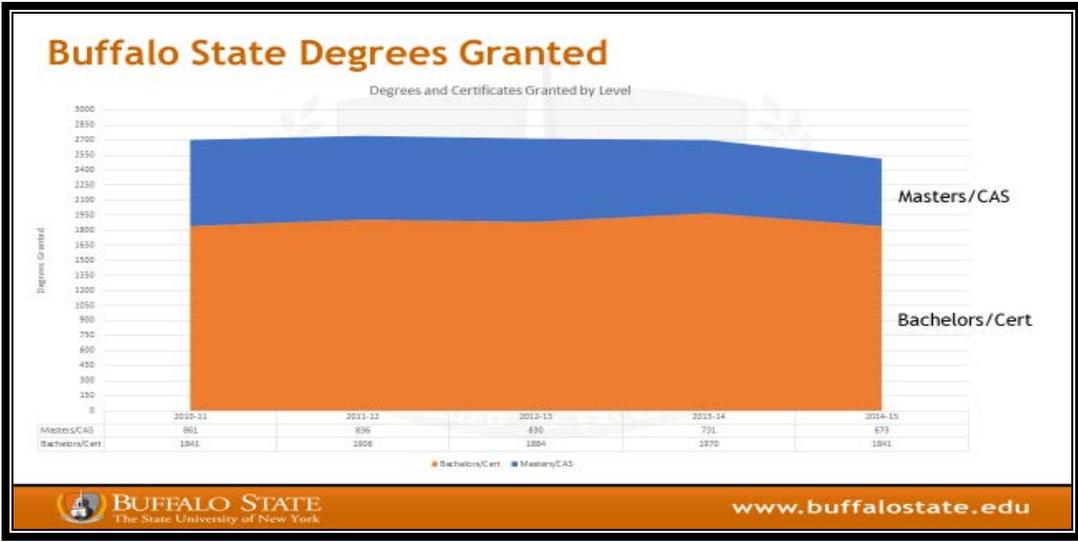
www.buffalostate.edu

Buffalo State Graduate Enrollment Trends

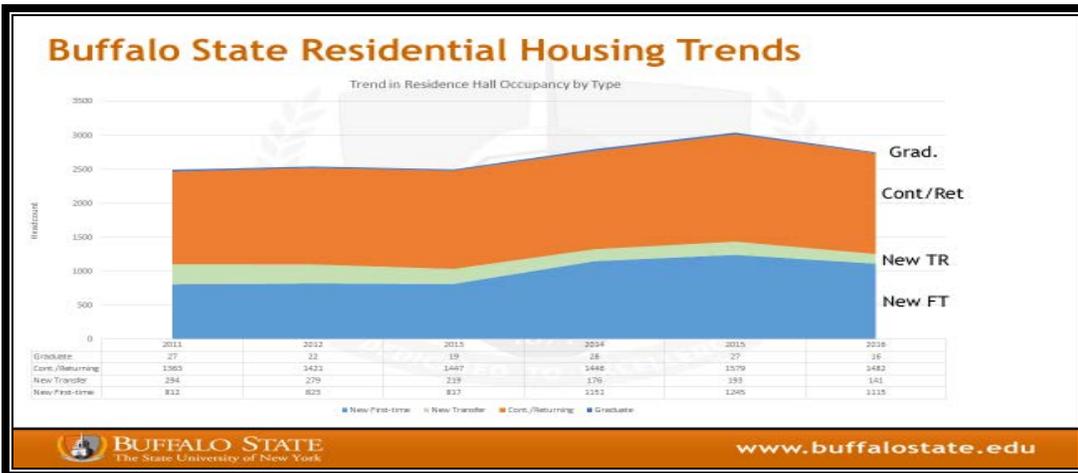
Graduate Applications, Accepts, Acknowledged, and Enrolled



www.buffalostate.edu



HOUSING BRIEF:



President Conway-Turner: There are some slight changes in housing due to the lower population but as you know we've been in the business for the last several years of contracting outside of campus to house the students that we could not accommodate on campus. Even though we have been tripling students and tripled again this year. The demand for housing has increased every year for the last ten years before this year. More and more students want to live on campus. It is partly driven both by the number of students we have that are not local, but also by a national trend for people who want to live on campus. What are we doing to address the changes that we're seeing in enrollment? We know it's a decrease. We know it's having a financial impact on our institution. We see the trends. What institutionally are we doing? I just wanted to mention a few today in terms of institutional wide things. If you remember, we have a committee on retention and they have been carefully making recommendations. We have adopted many of them to eliminate any barriers that we think would create problems for students to be retained or to persist. I want to mention in particular holds that we used to have a whole variety of that stopped individuals from registering. These included lots of things, a library hold, parking ticket, etc. and so what we've done is looked carefully at those and taken away non-academic holds. If it's not for an academic reason but just for a small violation we remove those. We have developed the concept of the Academic Achievement Center, which phase one has been completed, and we have the drop-in advisement downstairs, which I understand was very popular the beginning of the year. We have expanded

Final draft of the October 14, 2016 Senate meeting minutes for Senate ESP and meeting on 11.4.16 VM.

dining options with our dining services because we know that we faced long lines, and things that can be helpful to students trying to move through, so we've made changes there. We've expanded housing options on campus; we have reported to you on a number of occasions the expansions in the master plan to accommodate more students on campus. We're going to be bringing Bishop online and so forth, that is in the master plan. We also have collaborated with an external partner, Greenleaf, who is constructing a residence hall on the corner of Grant St. It will be open in fall of 2017. So that will help to accommodate student housing needs. We also have in the residence of the housing master plan the renovations of all existing dorms, and doing upgrades to them. We've enhanced campus safety, through the good recommendations of the Campus Policing Committee and the Campus Safety Forum. We've instituted a new weekly student newsletter from Student Life to provide good information and tips for students. We are currently developing a new parent association to help parents be a part of our army of people that help our students persist and do well in college. We've instituted new family programs. We've instituted 'Roar in 4', which is a commitment by the institution to do everything we can do to help students graduate in four years. In academic areas specifically, they have done a number of things; mandatory advisement, which will start next fall, so all students will be advised. The process of looking at General Education and making any changes that can assist with the persistence of our students. We are in the process of developing an increased number in our honors program, and also exploring honors housing, which will help those students stay and be happy here. We have required mid-term grades, as well as on the academic side. We've also done a number of enhancements, which are very helpful for retention and persistence. We've increased the number of living, learning communities in collaboration with Academic Affairs and Student Affairs. So that's in progress. **Melanie** how many new ones this year?

Provost Perreault: We doubled this year, and will double again next year for living, learning communities.

President Conway-Turner: We've incorporated supplemental instruction for several courses that we know students struggle with, and have large numbers of D, W, and F's. The academic community developed a mind-set intervention for first year students, which was incorporated into orientation, which gives them a sense that they can indeed do the work and be successful. And we have been working on many levels to increase high impact practices across the institution, so students have more opportunities for things like undergraduate research, study abroad, practicums, and community service, things that we know make a difference in their persistence. And finally, a couple of more enhancements we've done, or engagements; we've included new commuter and late night programming for students, we've also updated and created new things in our homecoming program for students. Institutionally, we've done a number of things to address these issues, we are not finished yet, as everyone continues to do the work. But we are going to continue to press to make sure that we can make a difference in the numbers, so that as we move forward our students are persisting and graduating at higher levels, and actually graduating in four years. The economic consequence of having eight hundred less students is that the overall revenues are just not as much as our expenses and if you look at the revenue bar and look at the expenses bar - this is really capturing the state funds and also unrestricted monies. You'll see that's where we get our \$4.7 million dollar deficit, which we will be closing with a process of freezing hires and only bringing on strategic hires this year in order to make the difference. So the plan is that with the interventions we're doing this year, we can begin to, if we work together as a college, to put in practice the kinds of things that really enhance retention and persistence. If we could just break that retention persistent issue, we actually would have the numbers that we need so. Any questions or comments?

Senator Mernitz: **Dr. Conway-Turner** have you looked at private institutions/colleges? In our own area some are declining in enrollment, is this a national or statewide trend, in terms of when people are looking at finances? With colleges competing with us in terms of student group of demographics, are any of the private school students thinking about coming over to the SUNY schools?

President Conway-Turner: The privates are discounting deeply in order to bounce back from the recession of 2008 and 2009. They are stepping up to do what they need to do to bring people in the door. My colleagues

Final draft of the October 14, 2016 Senate meeting minutes for Senate ESP and meeting on 11.4.16 VM.

are telling me that our students are saying I could go to 'X' private school here for the same amount of money, and so they're doing a lot of strategic things to bring people in the door themselves. They are part of the competition and were really doing poorly for a number of years, but as the economics have come back a bit better, they are returning as competitors.

Senator Stewart: In terms of the numbers for example; the number of African-American students between 2011 and 2016 increased by about 21.8%. In these academic initiatives to enhance student persistence, and retention and all. How do you address this? I mean you've increased the number of African-American and Latino students significantly but the hiring freeze becomes problematic when we talk about faculty numbers and diversity. But then when you talk about strategic hires, but what does it mean? You say you can allow strategic hires but I don't know what that means. To me I think when you increase the number of minority students, if you combine the Hispanic students we're talking about more than a quarter of our students are minority students, or under-represented population whatever you want to call it. But the faculty remains the same. You know when students, particularly freshmen, walk into a classroom, and see the person at the head of the classroom looking like them, I think they're significantly enhances their potential success.

President Conway-Turner: I think it's really amazing at Buffalo State; we've done the analysis of persistence, and retention in every way by race, gender, and actually students of color outperform white students in terms of persistence. So we're doing something right, even though we don't have as diverse a faculty as we'd like to have. But I can tell you that our Provost takes it very seriously to recruit diverse faculty and staff who work with our students. This year we hired 29 new faculty. I don't know what percentage are faculty of color but there were a number of faculty in that mix. But in my conversations with her I am absolutely positive that this is one of the important lenses that she's using when she's working with her deans, chairs, and faculty, that think about the faculty we need here on campus. So we're doing a good job but we can do even better job, I believe in modeling, and I think that you need to see people who look like you around campus, I mean absolutely, I think that's really important. We have a Provost that is using that as a very high priority as she works with faculty and staff.

Senator Maldonado: A follow up question on one of the retention efforts. Is there going to be an assessment of the effectiveness of lifting the registration holds that was done. On two semesters out; obviously there was an uptick in the first semester when the under \$500 holds were lifted for registration. The reason this question comes to mind is I was working with a student earlier this week, and she was allowed to register for the fall semester because she had an outstanding balance of \$450.00 or something during the spring. She is registered full time but she now has a \$6,000 outstanding balance to the institution, and already has all of her aide on her account, and is anticipating there may be a registration problem for next semester. She happens to be a student of color. Are we planning to do an assessment of both the short term and the long term effects of the hold change and disaggregate those data to see if it's impacting all students equally in the completion agenda? Also what the budgetary cost might be? I don't know how many students have significant amounts due and how that impacts our operating budget. I'm just wondering what the assessment plan is.

President Conway-Turner: Yes there is an assessment plan for all efforts that are related to retention. And I have added that charge to the committee for retention (CUR): to review, assess, and monitor all the retention efforts, and to allow us to know what is working, and what is not, and what consequences there are.

Senator Stewart: In terms of the returning students who did not return, has there been an assessment of the juniors, and seniors for example, who weren't allowed to come back on campus this particular year because the dorms are primarily housed now by sophomores and freshmen? Has there been an assessment of how many of those students who lived in the dorms prior to the policy, followed by the juniors and seniors not being able to come back, how many of those students didn't come back, because they had to find their own housing?

Final draft of the October 14, 2016 Senate meeting minutes for Senate ESP and meeting on 11.4.16 VM.

Does anyone know anything about those numbers?

President Conway-Turner: We certainly are looking at all of the students, and all the categories of students this fall to see why students did not come back in to give us some direction on the kinds of things that we might need to put in place or change. We are in the process of analyzing the non-returning students. But I do want to say that most of those non-returning students were in good status when they didn't return. I want everyone to understand that. That's why it's really important for us to know if you're in good status you don't return, why? So we can pull some of the information from clearinghouse to figure out where they went, if they were enrolled somewhere else. We're at the beginning of the process in October of really understanding and really slicing and dicing those groups, but housing is one of the areas that we will look at. We have problems/issues around housing, we want to get out of the tripling, to me that's one of the piece we really want to work on.

Vice President Payne: I was also concerned about the question you just raised. But what we discovered; let's just take the seniors, we had slightly more than 300 seniors who were very close to graduating who didn't come back. But when we looked at those seniors as it relates to housing, only about 30 of them were in housing. And then when we looked at that group, about 19 of them were students who actually had completed most of their hours, but they hadn't completed the process of graduating; so we're on the phone now calling them tell them; "you're done, 'Congratulations!, your diploma is in the mail." So I was relieved to find that there was not a significant impact of our change in policy on retention.

Senator Maldonado: This is a hypothesis; back to the University College data and the 800-ish students last year to 520 this year. Hypothesis is: data clean up this year, we had asked to have Pre-elementary education students report to SOE. And then continuing professional studies students report to that area, so they had for years been in university college data.

President Conway-Turner: So we just moved them somewhere else. All right. And we found those students, okay!

Senator Goodman: Do we have a picture of the profile of the new class coming in as it compares to recent years as SAT scores and high school averages? I think that's a concern that a lot of people have these days.

President Conway-Turner: Actually I didn't do a comparison I just brought this year's, so for next time I'll bring the comparison for you.

- Regular admits the G.P.A. was 85.3 with an S.A.T. composite of 907.3.
- E.O.P. the average was 81.9, with an SAT composite of 884.21.
- Compass the average was 79.4 with an SAT composite of 781.2.
- Muriel Howard Honors the G.P.A. was 93.8 with an SAT 1,149.2.

Senator Santa Maria: I think it's wonderful that we have an uptick of African-American and Hispanic students. But these student populations traditionally come from underfunded and under-served schools. What I'm hearing across the board in all sections of CIS 101, which is a course that I coordinated with about fifteen sections, that students are having problems within the course, there are things that are challenging for them and they can't get in to see tutors because there's not enough staffing. That's not just for this course but they're also struggling in other courses and coming to professors and saying; "we'd love to get into tutoring, but we can't we can't get an appointment for three weeks." What's the college's position on increasing this particular area so that we can better serve our students for retention?

Provost Perreault: I just heard that this morning, the three week wait, and frankly that is just unacceptable. Yes we will absolutely hire more tutors, that's an unacceptable situation. Also we have started to pilot supplemental instruction programs. We do have a couple of sections of CIS 151 with supplemental instruction.

Final draft of the October 14, 2016 Senate meeting minutes for Senate ESP and meeting on 11.4.16 VM.

This sounds like a course that's right for supplement instruction, we just really started with six or eight sections this year. We know supplement instruction works, nationally we see that. We are very interested, just as we want to double the number of learning communities, we should at least double the supplement instruction sections next year. So to everybody; if you have courses with high D, F, and W's, notice that F not E, we're going to get that changed, in the idea of courses supplements, and we believe supplemental courses can help. That is something we'd really like to develop because it retains the high achieving students and it also assists the students who may be struggling a little bit. So we're going to tackle it both ways.

Senator Santa-Maria: It's been like that for three to five years, at least for my course. I do agree that it is unacceptable, and we have a high rate of 'W'.

Provost Perreault: Yes it is, a 'W' is almost as bad as an 'F'; for the student it virtually is. So we do need to address that. We will absolutely address that.

Senator Brickhouse: There's a lot of misconception or misunderstanding of Compass. My understanding from when **Vice President Payne** talked last year he said they were general admits. They are a similar population to E O P. but not a financial need. Is that true that they're actually general admits, and they're falling below E.O.P. in both their average, and SAT's is that our concern? My understanding of EOP is it falls just below general admits, so when you have general admits below E.O.P. I wasn't sure where that puts us.

President Conway-Turner: I was discussing this issue just a couple of days ago; their criteria for G.P.A. is the same as E.O.P. There's another criteria for E.O.P. that they do not have. So whether it was one with eighty point something and one was seventy nine. The same range is what's used - Compass is the same range for the G.P.A. But there's another criteria for E.O.P. that is not utilized for a Compass. Is that the concern; that the same G.P.A. is being used, or the concern that they're distinguished by not having a financial element to it?

Senator Brickhouse: I know that at one point it was said that they're not just a special population or special group and they are, based on their average. So I just think as everybody's trying to wrap their head around what Compass is a lot of people are lost, and so I'm just trying to understand as we call them one thing. Especially as the need is, we do need to assist more.

President Conway-Turner: Well you know maybe this takes a longer discussion with some folks in the room that actually do the admittance of the Compass students. I see them as a special population within the general category. That's how I see them. We do provide some special supports for them - they are E.O.P. like, but they're not EOP. Because they don't fit all the criteria for E.O.P. So I see them as you and I don't see that being a problem. But you know this question comes up often and so maybe what we need to do is have a discussion at some point about what the concern is that's really under having an E.O.P. kind of group that has at least one different criteria. The issue is about support - that's one thing, and the issue is how it relates E.O.P., you know that's a different question. And so I think that you know just to have the right people around to have that conversation to see what the concern really is.

Senator McMillan: That was an important report for us and thank you for the questions, and I also appreciate that the president gave us that report ahead of time so we had a chance to digest that. Please continue to read these reports before you come, so that you can comment on them as you need to.

REMARKS OF THE CHAIR

Senator McMillan: I wanted to introduce our new student assistant **Elie Fortune**. And would like to thank **Provost Perreault** for providing us with funding for this position.

Final draft of the October 14, 2016 Senate meeting minutes for Senate ESP and meeting on 11.4.16 VM.

Please also welcome **Peter Loehr**, who has previously served on the Senate and is back replacing **Kevin Miller** now interim Dean of the Graduate School.

We had the opportunity to have some senators sit on the administrative review committee. This is a new thing that the president has initiated to have Management Confidential (MC) reviewed. You've got the e-mail from me and the administrative review document as where it stands now. We've approved to have **Senators Ron Stewart, Katie Morales** and **Karen Sands O'Connor** sit on that committee this year. I'm also going to be as involved as I can as we begin shaping that process and I wanted to mention it because we are still taking comments on that, and we will through this year. So if you have any thoughts or comments about the administrative review documents you have received, please direct them to me or Jon Hulbert who's in the back. Jon is the person that is managing how this goes this year so I want you to know that's not off the table. I was asked by the president to put some people on the new College Planning Council (CPC), they are responsible for putting together the Strategic Plan. It will be slightly changed now because it's going to have a new job, and that job will be to make sure that the implementation and assessment of the Strategic Plan is happening. The people involved will be seated for three years. Minimally the president wants some continuity, over time we have the opportunity for several senators. I'll be looking at the roster because I don't want it to be all Senators who are on their way out. Also, if you are interested in being on that, please contact me or Vince and we'll consider it. The choice for that committee will depend on the mix and how many names we can provide.

Stephanie Zuckerman-Aviles-Applied Learning SUNY Representative-gave update

Applied Learning has been proven to help with persistence. We have been instructed by the SUNY Chancellor to put out a plan for applied learning. We worked on the first year last year and we're moving into the next phase. Last year we clarified the definitions (look at the college Senate website). We've been working very closely with the provost. This year Amy and Ann Emo and I are the leadership that are pushing the college forward to meet this requirement that SUNY mandated of an applied learning plan. So we have our definitions, we inventoried all the departments about what they are doing. Just for those that don't know, applied learning is; service learning, community service, internships, research.... Where students do hands-on in or out of the classroom, but it's more than just a case study. It can be a case study depending on what it is, and the definitions are on here but the most important thing is the definition of approved applied learning. SUNY has given us the five criteria for approved applied learning, which cannot change. We had the largest inventory of all 64 SUNY schools and in some ways that's wonderful but in other ways when we move into the data phase we are going to have quite a challenge.

There are seven parts to the applied learning initiative. We completed four parts last year. We are in the feasibility study stage, and what that means in a nutshell is: if we were to require an applied learning experience for graduation, what does that mean for Buffalo State College? What are the implications if we say it is not going to be a requirement? What are the implications there, and if we say no, how are we going to sustain? What we already have is a rich diversity of Applied learning experience here at the college.

So we are undertaking a feasibility study and that report is in three parts: two being; are we going to require this or not, and one is the community- how does the community feel about all this applied learning can they handle it and have the capacity to handle ten thousand, nine thousand students going out to do applied learning experiences? Can the faculty handle research experiences in this number? So we have a lot to look at and a lot to analyze and honestly it's all good because this can only be good for Buffalo State because we're so rich in Applied learning experiences. Here's how we've already begun to do this. We have met with the Senate Executive committee, the associate deans, the deans, some Student Affairs and Academic Affairs program directors, and we have actually begun to ask the question; "should this be a graduation requirement at Buffalo State?" because we have to say yes or no. This report is due in May, and it must be signed off by the Senate. It also must be signed off by the United Student Governance. We have to work with the students, who have so graciously allowed us to talk with the executive committee to begin to help them understand what all this is because they may not realize that an internship is applied learning, they just know it is an internship, or research as research. So we're beginning to work with the students and we also need to get the faculty pulse,

Final draft of the October 14, 2016 Senate meeting minutes for Senate ESP and meeting on 11.4.16 VM.

and the campus pulse. So we are putting together a survey for the campus. Question six of the feasibility plan is about collaboration in the community, and the chairs are going to be getting a survey from us with the dean's and the provost's blessing.

Senator Knowles asked if there is any data on what the percentage of our students are already under going applied learning experiences.

Stephanie Zuckerman-Aviles: It is difficult to collect that data which is why we're going to be meeting with the data folks because we have to report that very number and we really don't have it and our inventory was so large. We have to get into the data.

Senator Sherman: I'm assuming when you're talking about the community you're talking about opportunities in the community as opposed to the college community correct.

Stephanie Zuckerman-Aviles: Yes, although applied learning can be both on and off campus.

Senator Sherman: We're in an unusual situation compared to some of the other SUNY schools because, not only does this community have Buffalo State, we have U.B. who has more students than we do, and in addition to that, there is ECC, and NCCC close enough to be considered part of this community. And Empire because there is a large empire component here too. I just want to make sure that we're not just saying there's all these opportunities out here because there's more people dipping into that pool of opportunities than just us.

Stephanie Zuckerman-Aviles: Absolutely and I can just assure you with my perspective in employment, we're all going after the same primo jobs, and internships for our students, so I don't think you have to worry. That will definitely be in our report. When you get the survey you can put all of your comments so that Amy, Ann and I can gather all of that information and put it into the report. We want a pulse on the students as well.

Senator Sherman: A lot of our students work off campus much more than at other schools. That influences the amount of time they can actually physically participate in the number hours associated with those experiences.

Provost Perreault: Undergraduate research is considered applied learning. If there was a general education program that had undergraduate research as one of the elements, every student would have it, hypothetically.

Stephanie Zuckerman-Aviles: It doesn't have to be in a business. This is one of the things we are looking at. The questions we have to answer are on the website: The Campus Plans-questions 5-7.

Senator Sharma: From SUNY are there any incentives to having applied learning from the state of New York? That we're going to give these companies so much money if they hire applied learning from within this region.

Stephanie Zuckerman-Aviles: We have to be positive, and this is the future for Buffalo State. And where we want to be and what we want a Buffalo State student have when they graduate.

Senator McMillan: The survey is this fall, it must be done by November, and then we will go over it during the winter break, get it to the provost early in the spring semester, and have a draft for the March Senate meeting. **Ann (Senator Emo)** has worked really hard putting the survey together. The more input we get the better the report. So please do the survey when it comes to you. This will affect the college for years to come.

COMMITTEE REPORTS

Final draft of the October 14, 2016 Senate meeting minutes for Senate ESP and meeting on 11.4.16 VM.

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

Senator Floss presents for second time his committee's roster. The roster was approved.

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

Senator McMillan: I would like to withdrawal the Buffalo State Creed resolution from May 2016. No objections heard? It is gone.

Senator Brickhouse: We are presenting a motion for the endorsement of the Statement of Ethical Principles. These came from the University Faculty Senate in May, and we would like to adopt them as our own here at Buffalo State.

Resolution to Endorse the UFS Statement of Ethical Principles-from Faculty and Staff Welfare

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;

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

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.

Final draft of the October 14, 2016 Senate meeting minutes for Senate ESP and meeting on 11.4.16 VM.

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.

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.

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 supercede or invalidate any existing documentation in any SUNY agency. This document is not intended to be used as a policy for compliance or enforcement.

There was some discussion from the Senate on this resolution being presented regarding freedom of speech, academic freedom and civility. After briefly discussing this, **Senator Floss** made a motion to postpone the resolution until the November Senate meeting. The Committee will look at this resolution again and will make some revisions to the language.

Senator McMillan asked for a second. The motion to postpone was approved.

STANDARDS FOR STUDENTS-Heather Maldonado, Chair

Senator Maldonado presents for second time her committee's roster. The roster was approved.

Senator Maldonado then presents for discussion a motion to revise language to the DOPS policy on Student Eligibility for an Academic Minor. (**See Appendices for complete motion**)

- a. **Allowing undeclared students to declare a minor** – revision of DOPS policy I:08:00 (in the spirit of DOPS policy IV:05:00 in light of the reduced number of general education credits required by IF14) to clarify policy and practice

You were sent this in your packet. The distilled version of the whereas' - a couple years ago with the implementation of 2014 we significantly reduced the general education requirement making it go from a two year commitment to get your general education done, to a one year commitment. Yet we have multiple majors on campus that require students complete at least 45 or 60 hours before they can declare the Major. We have other DOPS policies that talk about using minors to help broaden enhanced career opportunities and gain experience in various fields. And that they'd be available to all undergraduate students. But our current policy specifically prohibits undeclared students from having academic minors. So those of us who do advise undeclared students often would like to encourage them to declare a minor in pursuit of seeing if it is a course of study that they would be interested in. It's a lower risk, lower commitment for them than an actual jump to a major. But later they could declare it as a major instead, and drop the minor if need be.

Standards for Students is bringing this slight policy revision forward. The second page of it, in the third paragraph, *it is striking one line from the current policy* where it specifically prohibits the poor disenfranchised

Final draft of the October 14, 2016 Senate meeting minutes for Senate ESP and meeting on 11.4.16 VM.

undeclared students of Buffalo State College from pursuing their academic dream.

Senator Knowles: I just learned in a different meeting a couple of days ago that students pursuing a minor don't find that minor on their transcript is that true. And if so why not, and shouldn't it be there?

Senator Maldonado: I don't know what the final transcript looks.

Provost Perreault: I think that's pretty typical. What I've seen everywhere else I've been is you have your degree, and then if you have concentration for whatever reason usually rises to the level of being on your transcript. But a minor typically doesn't. I don't know why, it doesn't make a lot of sense to me.

Senator Knowles: Yet certifications are certificates, and will be on the transcripts. Making them more desirable than minors.

Provost Perreault: Correct. Some tradition maybe just like the D E W, maybe we can change that.

Senator Sherman: Is it because minors are a local thing and certificates are approved through SUNY.

Provost Perreault: I think you're likely onto something there.

Senator McMillan: So if there are no more questions, unless someone wants to make a motion we'll vote on this on next month.

Student Welfare Committee-Amy Rosen Brand, Vice Chair

Senator Norfleet: I would like to present our roster for approval. We have full student representation and some faculty members. The roster was approved.

Senator Norfleet briefed over what her committee will work on this year: Food service, snow removal and all of the obstacles for the students getting around campus. Create a better partnership with USG and GSA to enhance the quality of life and welfare for students on campus.

UNFINISHED BUSINESS

There was no Unfinished Business.

NEW BUSINESS

There was no New Business.

CONSTITUENT QUESTIONS-(CQ's)

Senator McMillan: We had asked the administration to answer some questions provided in advance. There was a CQ about the hiring freeze. Will it affect C S E A staff lines as well?

President Conway-Turner: Yes.

Senator McMillan: There is a CQ on snow removal.

Final draft of the October 14, 2016 Senate meeting minutes for Senate ESP and meeting on 11.4.16 VM.

Vice President LeVine: I think I'm going to start with a couple other things. My understanding was that one question evolved into about fourteen of them and so I'm going to just deal with them all.

1. Why doesn't the campus shuttle that operates from 8:30 to 4:30 circle the entire campus?

The daytime shuttle was put there to provide an express route from the west end of the campus, the far parking lot Grant Street, to the center of campus. The shuttle runs from the Grant parking lot to Cleveland and takes about five to seven minutes to do that route. If it were to circle the entire campus it would take about twenty minutes, so that wouldn't really help the real focus of that shuttle which is getting students to their classes timely. The nighttime shuttle that we have is more focused on safety and does circle the entire campus.

2. What happened to the Bengal buggy? Which was a golf cart that drove people through the interior of the campus.

I found out that that ran from 1998 to 2004 and was eliminated based on a recommendation of the parking and Transportation Committee task force. Reasons for the elimination included it was under used, was expensive to maintain, there was inconsistent service schedules, and most importantly was unsafe for both pedestrians, and for the rider. That is not coming back.

3. What does the campus do to assist individuals with temporary mobility issues?

Anybody that has the parking permit for persons with disabilities are able to use the designated parking spaces on campus. For students, we will provide a temporary staff permit which allows them to park in the closer parking lots. If they're in the process of getting a municipal permit for persons with disabilities. Those temporary permits are valid for two weeks. For employees with extreme mobility related circumstances we have arranged for special parking accommodations on a case by case basis, but it's been very rare. If there are specific instances I would point anybody to the Offices of Student Accessibility Services that the new disability services name. And our staff works pretty closely with them.

4. What is the campus strategy for snow removal?

So our general abatement strategy can be found at the link that I put up here. It's a campus services link and it defines the order that they deal with things and tell you what they are, and also information is on there for snow abatement and navigation in campus. As far as priorities for clearing the campus their first priority is making sure emergency routes and fire hydrants are open, simultaneously we're working on building entrances, sidewalks and curb cuts at accessible building entrances for the mobility impaired, and that would include any of the smaller lots that are in that area. From there we work from basically to center campus out working on sidewalks and pedestrian routes and the parking lots simultaneously. And normally this takes campus services about 12 hours to clear the entire campus. If we have persistent snow or cases where we have to truck the snow out of the area then it's going to take longer. I would note that any clearing from your building to twenty foot out is done by the custodial staff. So if you know you have issues right near the building, let your custodial staff know because that's their responsibility. I also want to mention that on this website here, there is a self-disclosure form for any faculty, staff and students that want to self-disclose a mobility issue and campus services then works on making sure they're aware of the routes that they take the individuals take and make sure that they're cleared. I would encourage that and we're going to be publicizing that in the Daily shortly. And then reporting hazardous conditions can be made at any point in time to x6111 that's up there and also there is an e-mail address there that they monitor and will address any issues at that time. As far as the Student Welfare Committee, I will be glad to arrange the snow removal leadership to meet with you and talk about issues that you may have.

Final draft of the October 14, 2016 Senate meeting minutes for Senate ESP and meeting on 11.4.16 VM.

Senator Floss: We understand the idea of the twenty foot and the sidewalk. There's usually a wall of snow in between. I guess our question would be, could someone look at what's actually going on in where we start to see problems? Maybe we could have a discussion between whose one foot of snow that is or whatever.

Vice President LeVine: We are aware of that issue and unfortunately we had a number of new staff and new leadership last year and they needed to be trained and they kind of did on the job training. I don't expect those problems this year. I hope I won't have those problems this year.

Senator Fronckowiak: Actually one point of clarification for mobility issues. You had mentioned to go to the Office of Student Accessibility Services. That's only for student mobility issues. So I don't know if you have other advice for faculty and staff.

Vice President LeVine: Campus Services is the place to go to start with. If you're not happy with the answers you get, then call or send a note to my office.

Senator Fronckowiak: The second question has to do with the shuttles that go around campus. Is there any plan on making those accessible?

Vice President LeVine: Yes we have to by law. We are looking into. We talked about it. We don't have very many people that use it that are ability impaired but we need to be prepared for that. It's just they can't use it now.

Senator Knowles: Last year I broke my foot. So I became acutely aware of the snow removal situation near the buildings and I can just sort of leap over things the way I normally can. One of the things I notice is there's a really wide variety in what the custodial staff considers to be a reasonable path out of the building. I also notice that there's a very wide variety in the ability, and age of the custodial staff. So when I see like a sixty four year old woman with a limp out there trying to clear this snow, I'm wondering is this really are best plan? Has anybody thought about changing that or trying to make it more uniform from building to building?

Vice President LeVine: Yeah I not sure that I know how to answer that. I think that we would have to take that on a case by case basis but they know that that is part of their job.

Senator Knowles: There's a reason for concern. I mean there's buildings that have a six inch path coming out of them, and others that are properly shoveled. So it's not the same everywhere.

Vice President LeVine: I would expect that. Yeah I mean campus services is your first option and you know if you're not happy with that, then that's my office.

Senator Potts: I was asked by a constituent and since you're at the podium. My question is related to exterior window washing, and schedule or plan for window washing. After our hot summer the spider webs surrounding the science and math complex are of the aesthetics it's reached haunted house proportions and as a biologist I would just assume leave the spiders alone. They're fascinating to watch but the webs are collecting quite a bit of debris and it's giving the whole building a sort of a bit of a worn look.

Vice President LeVine: I can't say that I know what our schedule is. I know it's not very often. I'd have to check into that and see what they do, a lot of that has to be contracted - not all of it, but some of it has to be contracted.

Senator McMillan: We had of a constituent question on the print retention project and I would like to delay

Final draft of the October 14, 2016 Senate meeting minutes for Senate ESP and meeting on 11.4.16 VM.

that question until next month, unless you really have something to say because David was prepared and we certainly want to. Why don't you address that?

David Demers-CIO: We are prepared to come to the next Senate meeting to talk about the Print Retention Project. Joe will prepare some of the strategies. He's been very vigilant in meeting intentionally with departments across campus, and I think what we've learned is; the one size approach isn't going to necessarily work here, which is okay, we need to know that. By the time we come back next time we'll have the justification, why it's a necessity that we do this, why we're relying on the experts in our library for Information Management, and what the impact on the benefits will be for the campus going forward. So we look forward to seeing you and talking about it more in the next week or next month.

Senator McMillan: We will have a bigger report next month with more information, and I have heard that the library has appreciated the comments we've gotten so far. If you have other questions or comments you would like me to share, let me know, or you can share directly with Joe Riggie. The more that we give them now, the more our report will be what we want it to be. And then we have one more question. A question of the rationale and funding source for the Enrollment Management Systems Coordinator position.

Vice President Payne: The Enrollment Management Systems Coordinator is not a new position. It was introduced at the college three years ago. Our incumbent resigned to accept a position at the University of Buffalo. In December we initiated a search. And this of course was funded by the college three years ago and the search failed. We have recently through the office of the Associate Vice President for Enrollment Management working with **David Demers** our CIO and **Judith Basinski**, revised that posting to make certain that there is sufficient flexibility in the design of the position that our incumbent can handle new systems as they are developed. Also this is the person who would handle Banner, Document Management Systems, Academic Works, R C R M, and other systems within Enrollment Management. And so it was recently decided by the President's cabinet that this is a sufficiently essential position that we should continue the effort to search and fill this position. But this is not a new position it is a position that was funded by the college several years ago.

Senator McMillan: Questions about that position? Any other questions?

Senator Stewart: This is question for Madam Provost. Have given any consideration to assessing faculty morale? Or do you have and given your time here I know has been brief - do you have any impressions about where faculty morale stands on this campus? You know there's so many changes that take place at Buffalo State and sometimes I wonder if faculty is consulted. I talk to different colleagues from different departments, different schools, different divisions, and I hear this, that, and the other, have you any preliminary views about faculty morale at Buffalo State? Thanks.

Provost Perreault: So in terms of doing this systematic survey or anything like that we have not done anything like that. Do we have enough faculty? And am I being asked to do more with less? Yes that's the tendency - to demand more of the faculty without giving faculty the resources - that was a concern that I heard. We, you know, welcomed twenty eight new faculty this year. I think it was six so the previous year. So those concerns have been heard. Now of course I'm just going out on a limb and say next year I really doubt we're going to have twenty eight. So the welcome back will be a very special event much shorter event. I think that is part of the morale issue. The second thing you addressed was a lot of changes without necessarily having faculty input and I would challenge that assumption. Because I do think that you know we've tried very hard to be as collaborative as possible. The strategic planning was as transparent as strategic planning gets The Gen-Ed Taskforce will be a big change. Of course that's faculty driven and will of course incorporate every faculty member who wants to have their opinion voiced. The same with the advising changes. So that there is an

Final draft of the October 14, 2016 Senate meeting minutes for Senate ESP and meeting on 11.4.16 VM.

opportunity here for the faculty voice to be heard and respected and valued more so, I would say, than anywhere I've ever been so part of it is you know voting with your feet. Come to the meetings. Stick your hand up. This is one of the challenges I put out be a part of a learning community and join the Gen-Ed Taskforce. You know, put your name up for advising, it's the same ten to fifteen people that keep doing that. So what I was trying to encourage is new voices, new volunteers, and new people stepping up, and saying you know I do have some ideas.

Senator Santa Maria: I challenge the notion of faculty because when we say faculty we're thinking of full time faculty and you know the fact remains that over 50% of our teaching staff on campus is part time, adjunct faculty and I say that because as the U.U.P. rep., I get a number. I have had more activity from my volunteer position this year than I have ever had in my three years of doing this position and what those faculty members keep saying is they don't feel part of the campus or that they are treated by their full time colleagues as second class citizens. This is the majority of our workforce and we really need to figure out a way to have more adjunct input, and treat them more as if they are full time faculty, or respected faculty. I know that there's always some issues with that, and we can all think of them, but, if that's where we are then we need to encourage that.

Provost Perreault: Obviously contingent faculty here are important - but we could not operate without them. So here's one of those really difficult issues. Because frankly you're not being paid enough to be doing the service obligations, and to do all these other things. I personally am very torn with what to do, there is a fine line between being inclusive, and asking too much. That's a hard line and an individual line, but in terms of respecting the work of adjuncts, absolutely. We need to respect because we could not operate without them. The Strategic Plan does say and I hope we will be able to do - that is that we are going to raise the pay because it's woefully inadequate. We will make that a priority over the next five years.

Senator Santa-Maria: I would like to put out there a suggestion, perhaps the provost might have an event that is adjuncts only or contingent only? I also would like to put it out to the Senate body. I actually got a complaint this this week from Emeritus faculty who teaches adjunct for us, and asked; "why is there no representation for adjunct faculty in the Senate, when they're the majority of faculty."

Senator McMillan: Last year we started to talk about that position and it will be back on the docket. We haven't started talking about it yet but again this comes back to the Provost's issue that; the Senate is a service position. We will talk about what that takes and will bring it to the Senate. But asking an adjunct faculty to sit on Senate is an extra burden to some extent, so it's something we have to think about in a broader sense. I've already talked to C G L's at other schools to find out how they're doing it. So we'll be bringing a proposal forward in some way to talk about that.

Adjournment: 5:00 pm

APPENDICES

Appendix A

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

Final draft of the October 14, 2016 Senate meeting minutes for Senate ESP and meeting on 11.4.16 VM.

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.