

•COLLEGE SENATE•

Official Abridged Minutes

March 10, 2017-Butler 210, 3 p.m.

<u>PRESENT</u>			<u>EXCUSED</u>
Bayer Ben-Merre Bewlay Boorady Brickhouse Conway-Turner DeWind Ederer Emo Ettestad Floss Gellin Goodman Grant	Hunt Jacobi Kenyon Kline Knowles LeVine Loehr Mayrose McMillan Mernitz Morales Morrison- – Fronckowiak Nikischer Norfleet	Perreault Potts Qualls Reid Rosen-Brand Sands O'Connor Severson Sharma Shephard Sherman Shively Stewart Velez Vince Garland Zhang	Grant Grinnell Maldonado Ninacs sabbatical Santa Maria Sarratori Shandomo Wall Wilson <div style="border: 1px solid black; padding: 2px; display: inline-block;"><u>ABSENT</u></div> Abass Baker Davis Djirakor Gordon Newland Owens Raleigh Ukah

Final corrected Minutes (as per IVP Velez and VP LeVine requested edits) 4.13.17 to be presented to Senate on 4.14.17 VM

•COLLEGE SENATE MEETING•

Official Abridged Minutes

March 10, 2017

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 to amend the agenda to include a motion from BSAC during Student Welfare Committee report. Hearing no objections, **Senator McMillan** asked for a motion to approve of the amended agenda. **Senator Sherman** moved and **Senator Loehr** seconded. The amended Senate agenda was approved.

PRESENTATION OF THE MINUTES: **Senator McMillan** presented the minutes of February 10, 2016. Senator Hunt had a minor change needed in her language. Senator McMillan said the correction would be made prior to posting. The minutes of 2.10.16 were accepted with requested modification.

REMARKS OF THE PRESIDENT

Provost Perreault briefed the Senate on recent Advising Implementation Team (AIT) Report.

- **The Provost** – has accepted the AIT Report:
- **Mandatory Advisement** – Starting in Fall 2017 for ALL students. Professional advisors will be assigned to all new students and the recommendation is accepted that all new students will have a professional advisor in addition to their major advisor if declared. If the departments want to advise we will be creating an academic advising council that will oversee the advising process implementation and assessment. I'll be sending out a call for that particular committee.
- Another announcement; we are adopting a new program called Starfish that will replace Map Works. This is a program that SUNY purchased and is providing the implementation in the first year for free; which is quite an expensive endeavor. There will be lots of training all sorts of good things, it's a very intuitive product, and it's a great product. I think faculty, advisor staff and students will find it very useful. We also will likely have an activate button instead of PINs, so that you don't have to do the whole handing out of PINs games. You can just sort of pop into your banner and activate your student individually after you have met with them.
- And last but not least on this as part of the implementation team's recommendations, we will be sending out a survey to each academic department where they will indicate what their plans are to advise their students. There are all sorts of different varieties of advising. One on one face to face advising works very well, but also group advising can be extremely effective as can peer advising. When we send that out to departments they also may choose varieties so maybe they want to do one on one advising with sophomores. Perhaps group advising is appropriate for your juniors, and then maybe you want to go back to one on one advising for seniors, so that you can talk about career plans or something like that. There are all sorts of options, and it will be department specific on what the plan will be.

President Conway-Turner updated the Senate on several recent events and academic opportunities. Most of my report will be brief overview of the Civic Action Plan (CAP) and presented by the co-chairs **Laura Hill-Rao and Alexander Means**.

First I want to mention to you that on February 10th, the WNY Regional Economic Development Council on which I sit, met and **Howard Zemsky** was there to talk a bit about WNY and investments from the state. To

reassure WNY (Buffalo in particular) the continual investment with the Buffalo Billion 2 will continue. I also just want to let you know that there is higher education representation, myself and Satish Trapathi from UB, and Virginia 'Ginny' Horvath from Fredonia sit on that council. It's a particularly good place to see the kinds of proposals that are occurring throughout WNY, so that I can be apprised of what kinds of things are under consideration. It does give an opportunity for me to lend my voice for those things, but I think even better it's good to see the kinds of things are happening. So I continue to participate on that.

- Many of you know and I did blog about it; I joined the SUNY Sustainable Partnership trip to Cuba. We were there from February 18th -26th. I was joined by **Patrick Ravines** from our campus in Art Conservation. They had especially asked to have an Art Conservation faculty member join us. This was a follow up from a trip that occurred last fall where members from the Minister of Higher Education from Cuba had met with SUNY administration and campuses in New York City. From that meeting they looked for great fits between the variety of campuses and programs and experiences that we have throughout the SUNY family, and the needs and interests of our colleagues in Cuba. SUNY invited several campuses that had some interest in Cuba or had some programs they thought would be a good match. So six campuses and some reps from the campuses were able to go. The trip was wonderful. Before we got there they talked to institutions there who read materials about us so I actually hit the ground with campuses knowing about Buffalo State and knowing they wanted to collaborate with us. It really made for a very useful trip, and one where we didn't have to start from zero, but we started from knowing that we had programs in common. We will follow up on that and **Robert Summers** is already communicating with campuses in Cuba, so I expect to be able to announce a partnership certainly by next semester to you. Because of the blockade we will not see students coming from Cuba but we will be able to engage in faculty exchanges and our students will be able to go to Cuba for short or longer term programs. It's very exciting. In fact that is what delayed me today that I was actually on the phone talking to SUNY and they're working on a grant to try to get some resources to help our students be able to travel. Going to Cuba is much less expensive than many places in the world but still yet it's great to think about getting a grant to help our students. That is very exciting and I look forward to telling you more about that as we move forward.
- Last week we also had a College Council meeting, and the focus of the College Council meeting this time was Graduate Studies in the Graduate School here at Buffalo State. Our **Interim Dean Kevin Miller** was able to give a very good overview of our Graduate Program, the Strategic Plan, and how he hopes to move forward. It was well received by the College Council and I actually saw some nice feedback already about a council member who had reached out to say; *"do you want me to help you get the word out in terms of recruitment?"* Some good things are happening from that discussion.
- As you also know I sit on the "Say Yes" operating committee and we have quite a few say yes students; almost four hundred on campus, and in some ways they may be sort of invisible to you. They come in with the say yes scholarship, they come with supports from high school, but maybe you don't even know who is a say yes student but the "Say Yes" program pulls together philanthropic scholars to provide scholarships for students who otherwise could not come to college. This year would mark the first year that we actually have students graduating that were "Say Yes" scholars, this is the fourth year. So of course their question is; 'how many students? And, 'how are they doing?' **Dr. Demers** pulled together some information for me, and so we know that we have 46 students graduating this spring that happened to be "Say Yes" students. They're doing quite well, their average G.P.A. now is 3.06, and these students are being very successful. The "Say Yes" scholarship has been very helpful and meaningful to these students, and we will continue to see them move through our program. It's exciting for this year, they're actually going to have a program celebrating the first year of "Say Yes" students. Unfortunately they decided to have it the day before our commencement so we're pretty busy, but anyway they're going to be celebrating "Say Yes", it's going to be celebrating the students in May around graduation time. And they also are having some of the donors come in April to our college as an example of a very strong program. So we'll have an opportunity for our "Say Yes" coordinators, **Stan Simmons** and students to talk to donors about their experience so very good stuff going.

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- **Tony Bannon** the director of the Burchfield Center here at Buffalo State is retiring in June, so there will be a transition there. If you happen to run into Tony please wish him well as he makes his transition. If you remember for some of you that have been around for a while, this is Tony's second time with us, he was here for ten years, and he left for a while and came back for six more years. We certainly want to thank him for his great service and his leadership, and wish him well on the next part of his journey.

Civic Action Plan Report (draft) Power Point presented by co-chairs, **Laura Hill-Rao, and Alexander Means**. Read the full 18 page plan - <http://bit.ly/civicactiondraft>
or at: <http://collegesenate.buffalostate.edu/reports-senate-2015-2017>

SUNY's Urban Engaged Campus

Extensive community engagement work and recognition

- Carnegie Foundation Community Engagement Classification 2015
- Washington Center Higher Education Civic Engagement Award 2016
- President's Community Service Honor Roll eight times.

The slide features two photographs: on the left, a group of people, including students and staff, are gathered around a table, possibly participating in a community service project or a meeting; on the right, a group of people, including students and staff, are working together to plant trees or shrubs in a garden or park area.

Laura Hill Rao: Extensive commitment to community service is and has been a long standing history in this area. Buffalo State was awarded the Washington Center Higher Civic Education Award for 2016. **President Conway-Turner, Stephanie Zuckerman-Aviles** and myself traveled to D.C. to accept this award. This is a representation of academic initiatives co-curricular engagement and many programs that represent and bring together this idea of civic and community engagement efforts and collaborative partnerships with community based organizations. We've also been acknowledged through the White House called the president's community service honor roll and we've been appointed to that role eight times over the past nine years, there was one year that it was on hiatus and another year that we never really got an explanation why we weren't approved but I didn't necessarily agree with that decision. So how we got to where we are is **President Conway-Turner** said she signed off on this pledge to create a civic action plan last spring. She formed a tremendous committee that began working in September. We decided to break up into subgroups to tackle the various processes and each of those subgroups gathered lots of baseline information about the successful collaborations and the work that's been done across campus and made some recommendations about where to go from there. We hosted New York campus compact Civic Action Plan roundtable in October where institutions from across the state came together and began to talk about what they were doing at their own institutions. We really identified at that meeting that we were already a leader in this work across the state and that in the process of creating that civic action plan we are further ahead than many of the institutions that

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participated. We released the first draft in November to the campus and then held an open forum in December and had a nice turnout, where people provided some feedback and input. The committee then revised that first draft and created the second draft that was released to the campus the beginning of this semester, and then we had an open comment period online for roughly three and a half weeks and Dr. Demers created a great system for us to provide written comments. Hopefully we'll have a final draft with all of the comments provided and all of the hard work of the committee members submitted to **President Conway-Turner** next week so from there it will be submitted to campus compact. I've also been invited to sit on a panel next week at the Eastern Region campus compact conference one of three panelists to talk about our civic action plan process, and highlight the great work that's been done here at Buffalo State to create that Plan, and the collaborative work across the institution. And then we hope to create an implementation committee to spend time over the next five years enacting of the many ideas that are in that plan. That's where we are with that and I'll turn it over to Alex who is going to talk about the major recommendation.

Buffalo State Civic Action Plan - Fall 2016

- President Conway-Turner formed Civic Action Plan work group
- Subgroup and large group work
- NYCC Civic Action Plan Roundtable at Buffalo State
- 1st draft released to campus for feedback
- Campus open forum

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Buffalo State Civic Action Plan – Spring 2017

- 2nd draft released to campus for feedback
- Online forum for written comments
- President's Community Advisory Board and College Senate Meetings
- Final revisions and final plan submitted to President
- Final submitted to Campus Compact

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Major Recommendations of Buffalo State Civic Action Plan

Priority Area #1 Develop a Shared Language and Culture

There is a need to establish a shared language and a shared culture across the campus. This will give added coherence, depth, and purpose to our civic and community engagement efforts and will help to articulate a common intention to the work that will help grow civic and community engagement.

Priority Area #2 Broaden Community Input and Deepen Community Impact

There is a need to strengthen the institution's contribution to the health and vitality of the Buffalo community. We must continue to deepen and broaden collaborations and reciprocity to harness the power of campus-community connections to improve both campus outcomes and community priorities.

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Priority Area #3 Enhance Faculty, Staff, and Student Voice and Support

There is a need to enhance faculty, staff, and student voice and support in realizing our civic and community engagement goals. To foster a climate that can encourage faculty, staff, and students to take on this work effectively, additional steps and supports must be developed to give all individuals the tools to be successful.

Priority Area #4 Coordination of Civic and Community Engagement

There is a need to expand coordination of civic and community engagement efforts across the campus through the establishment of an Office of Civic and Community Engagement. The coordination of efforts will deepen internal and external communication and connections, expand potential impact of the work we do, support engagement efforts not currently overseen by existing offices such as community-based research, and deepen campus commitment.

Read the full plan - <http://bit.ly/civicactiondraft>

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Alex Means: The plan is twenty pages long and so I can't possibly get into the kind of detail in terms of the very specific kinds of recommendations that are being made. One thing that's important to note is that the plan is really developed in coordination with the sort of vision and values that are laid out in this campus compact which is a really interesting and I think exciting organization. There are 1,200 institutions of higher education that have signed on to the campus compact, and we've made a commitment here at Buffalo State to be a part of that and that's sort of how this plan emerged. The campus compact gave us sort of broad overarching values and principles to work with to design the plan, and also to sort of shape our priorities and goals. Those values are really oriented to deepening the public purposes of what we do, the democratic purposes of what we do, so that we can better serve our community, and also develop a culture here around civic and community engagement. And as **Laura** mentioned we're already doing many exciting things here. We hope that the goals that we've laid out in the plan are going to continue to deepen that work and provide a structure for better coordinating what we're already doing, and deepening it.

There are four priority areas that the committee came up with in terms of structuring the goals that we have:

1. Developing a shared language and culture.
 - o It became apparent that there's a lot of different terminology that sort of floats around when we think about civic and community engagement. Across the campus we're working in a variety of different ways, often with similar kinds of purposes and goals, but the idea here is to create a structure in which we can better communicate what we're doing with one another, and to also find some consensus on a shared set of meanings, so that we can better coordinate our work
2. Broaden community input and deepen community impact
 - o A number of different goals and recommendations on how we better serve the community and open our campus up as a resource to the community.
3. Enhance faculty, staff and student voice and support
 - o A number of different recommendations on providing defining supports for faculty, for staff, and for students in the areas of civic and community engagement.
4. Developing strategies for how we coordinate this work across the campus.

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- There's going to be an implementation committee moving forward that's the next step and I would encourage everyone to read the plan. I think it's very exciting and I think it's going to open up a lot of exciting posse.

Senator McMillan: Are there any questions for the President or any of the previous reports?

Senator Bewlay asked the President, of the 46 students graduating in May out of how many that entered?

President Conway-Turner will get the information for next time.

REMARKS OF THE CHAIR

Senator McMillan: For faculty, please know that all book orders are due, please tell your constituents. I take full responsibility for sending out all communications in the last month and any mistakes there may have been. Very glad that Vince is back.

Last meeting at the CQ's from the February 10th Senate meeting where we were at 5:30, **Dr. David Demers** came up to give report and there were time constraints. All CQs and his report are in the February minutes. The Senate roster has been revised for spring to reflect recent changes.

Senator McMillan also stressed to the Senate the importance of reading all materials sent to the Senate and the massive amount of business we have for the last two Senate meetings.

COMMITTEE REPORTS

Academic Plan Committee (APC)-Jason Grinnell, Chair-Senator Kim Kline presents on his behalf Institutional Learning Outcomes (formerly ACLO) Proposal-revised from February meeting

Senator Kline: Following is the draft of the Institutional Learning Outcomes being considered.

Buffalo State Institutional Learning Outcomes

Graduates of Buffalo State College will be known for their:

I. Cultural fluency

Graduates will be aware of how ideas are shaped by cultures and social norms and be able to engage with ideas different from or in conflict with their own; students will be aware of cultural, societal and institutional factors influencing assumptions, prejudices, and privileges.ⁱ

II. Community engagement (previously 'Urban' engagement)

Graduates, leveraging their experiences in Buffalo State's distinctive urban setting, will understand how to interact meaningfully in their communities and possess the skills to be wise, productive, and responsible citizens.ⁱⁱ

III. Scholarship or creative activity ('or' to 'and') suggested change

*Graduates will possess the quantitative and conceptual (**and creative***) skills to pose, frame, and analyze a range of questions, problems, and issues. They will produce complex and intellectually challenging work and demonstrate essential technological skills.ⁱⁱⁱ ***suggestion to add in the words 'and creative'. That would remove the word 'and' between 'quantitative' and 'conceptual'***

IV. Ethical reasoning

Graduates will deliberate ethical values and principles and apply them in ambiguous, complex, and controversial contexts. They will be conscientious persons, students, and professionals.^{iv}

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Senator Kline: In the above revised outcomes, the word; 'urban' was removed from Outcome II, after many voiced their opinions during the February 10th Senate meeting. **Senator Grinnell** took those suggestions back to his committee and revised Outcome II to now say; "Community engagement". On the Senate Forum site, we gave you time to comment. It took the APC much time to create the phrasing under outcome II and be in agreement of those changes.

Two comments we received on the forum site; (one from **Senator Kline**) I am suggesting is; changing the word 'or' to 'and' in title of outcome III, so that it's assessable. In the description of outcome III we add the words; 'and creative'. The other comment is from **Senator Goodman**; 'I definitely prefer the second outcome using "Urban engagement' in title of outcome II. Community engagement is generic sounding and waters down, and is probably the most distinctive outcome of the group. Instead we need to leverage our urban setting and acknowledge that it is probably our most distinctive attribute. By adopting this document we are simply affirming what we believe every undergraduate student at Buffalo State should have. These outcomes addressed and measured as part of their curriculum for Gen-Ed or major. We are definitely NOT saying that every program, class, or subject should attempt to teach all of these things nor does this in any way restrict faculty and students from engaging in non-urban activities.

I would just like to add one other little piece. Typically what happens on a college campus is once you would adopt a set of institutional learning outcomes, this organization/group would come together and adopt a set of principles that have to do with learning outcomes and outcomes engagement. Two of the principals would say things like; 'Assessment findings will not be used for individual faculty or staff evaluation' and 'Good assessment shall exist in harmony with academic freedom.' So perhaps that's something that we can think about moving forward as a way to ensure that this whole community feels comfortable with what we're putting forward.

Senator McMillan: I would like to open this up for any comments/thoughts about this? I'm just throwing out some questions. How would people feel if we made the changes that **Senator Klein** just suggested, and we bring that forward, rather than what's up there now? How do people feel about this?

Going on the record; I'm seeing a lot of people have nodding 'yes' that they would like that. Does anyone have a real objection for us to change those wordings? Of course next month we can vote on that so we can make any amendments we need to make. I would prefer to see it the way **Senator Klein** just said, but you are the ones who need to make a decision.

President Conway-Turner: I think that the changes that are suggested really strengthen the outcomes and also bring them in alignment with our strategic plan and who we really are. I applaud both of the friendly amendments to what's up there.

Senator McMillan: Any comment from the floor I'm getting a thumbs up, any thumbs down?

Senator Stewart: My comment is about clarification. **Senator Kline** said that number two reflects what came out of this body in terms of changing it from; 'urban engagement' to 'community engagement' and I didn't get that sense at the last meeting. I don't think we arrived at a consensus in terms of which term it would be. I want to go on the record, so to speak, that we didn't necessarily vote on, or conclude that we would change that word. It was a lively discussion, which is just point I would like to make.

Senator McMillan: I agree completely. If you looked at the forum, and the discussion we had in the Senate there was a lot of pushback on that word, and I think that's why the APC felt and Senator Kline can verify, which she does, they needed to make that change to me. I believe that's why they felt they needed to make this change I agree with you that by the end of that meeting last month, the sentiment had shifted a bit. But this helps me confirm that I think we really do want that word back, and we're okay with that. We could always have an amendment to take it out next month, but I'd prefer to vote on what we actually would like to vote on.

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Senator Stewart: What word back?

Senator McMillan: Urban.

Senator Stewart: You say you want you want it back? Okay.

Senator McMillan: I think what's going to happen based on this friendly amendment that has just been made is to make that say; 'urban engagement' correct? And to change those words that **Senator Kline** had suggested in number three and as far as I can see I'm only getting thumbs up and nods. We will vote on this change next month. Anything else you want to say? All right thank you very much.

To comment and view the outcomes, go to:

<https://buffalostate0.sharepoint.com/sites/senate/Lists/Categories/Category.aspx?CategoryId=6>

By-Laws & Elections Committee (BL&E)-Lynn Boorady, Chair-Elections 2017

Senator Boorady announced the dates for the nomination period for two At-Large vacancies and one UFS senate vacancy. The two At-Large seats are open to all faculty and professional staff. From March 27th-April 7th you can nominate someone or yourself to run for these senate seats. Elections begin on Monday April 17th through April 28th. Please send bio/statement and photos to Vincent and Slade.

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

Senator Goodman presents for review only the draft of the Academic Calendars.

Three years' worth of calendars. It has been published. This is now following the new construction policy. Fall recess is a four day weekend. Study day is no more. Next year "J" term starts on a Wednesday because of the Monday holiday, which means in order to get enough days in J-Term, the spring 2018 semester starts a week later. President's Day is a three day weekend, not a four day weekend. Veteran's Day is now a class day. Early summer session is still undecided because of the late spring semester start in 2018. A lot of TBA in summer sessions 2018 and 2019, because once you kick back spring semester back to accommodate J-Term, you have to adjust summer session. And this is still undecided, and we will be looking at more in the next few months. **Notes put up on screen.**

I&R wants to reaffirm that the Academic Calendars must be reviewed by the Senate before it will be finalized and published. The calendar is up on the website. We have looked at the calendar three years out. It appears that a review of J-Term in early summer session is in order. Review should be in terms of student enrollment in these session and what types of students taking these classes and the length (early summer session is ten days, long-classes are four hours long),sStart and end dates, replacement and modification of dates if necessary.

Senator Reid: Do the calendars meet SUNY requirements of the 2,250 minutes of actual contact time?

Senator Goodman: If I ignore CEP week, which currently we have to count as three meeting dates, it is a bit of a stretch, we are one day short M, W, and F, both semesters. The right number of meeting dates is 42 days if you add up the time and this is inclusive of CEP week. It is hard to get there without wholesale compromise to the calendar. Many SUNY schools have a 41 day compromise. Tuesday, Thursday though, yes.

Senator Reid: VP Payne recently described the change in academic standards of incoming students. Clearly there is concern among the faculty about maintaining academic standards. And I would like to encourage that the college meet and maintain the minimum. I'm not even sure I understand the idea of aiming for a minimum. But the idea that we would fall below minimum deeply concerns me.

Senator Goodman: I understand that and it has been discussed. The compromise we would have to do. UB does not celebrate Labor Day or President's Day, which is the way they approach that. Some schools start earlier or later, this is what we are left with. We have nowhere else to go.

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Senator Bewlay: Because of the four day weekend, many of the students I spoke to said that a lot of the classes were cancelled on that Friday. We need to be aware of this is happening too.

Provost Perreault: Please quit cancelling classes before Thanksgiving or any of these vacations, and also do not cancel during CEP week, this is a scheduled day. Please call out your constituents if they are.

Senator Goodman then presents for introduction a motion to revise the DOPS Policy on Academic Misconduct-(see Appendix for motion)

I want to go over the motion because a motion has some 'whereas' and what not and I encourage you to read those but there are two resolve clauses: Therefore be resolved the following revision to the to the academic misconduct policy DOPS eight zero four zero zero be adopted by the administration so that's the policy revision that we will go over and second: Be it further resolved clause that the college Senate recommends that the administration regularly communicate the definitions of academic misconduct the possible consequences for engaging in academic misconduct and procedural requirements of our academic misconduct policies to both faculty and students and that this communication to students should begin during orientation programs and continue regularly throughout their academic career.

When we reviewed the academic misconduct policy a lot of us felt it was more or less fine. The problem is that no one understands it and the word isn't getting out there on how to do it. Having said that, we rewrote the entire policy. But it isn't changed that much yet I think it's better. This is just being introduced now for your consideration for a later vote as usual. This is quite a long document so I doubt we'll be able to go through it all. Here is a comparison to say what's happened, what's new, and what has changed. It's hard to do it with track changes because we rewrote much of the whole motion.

Current Policy	Proposed New Policy
Informal Process	Informal Process
1. Instructor informs Chair and student	1. Instructor informs Chair and student
2. Student and instructor meet (Chair may be present if requested).	2. Student and instructor meet (Chair may be present if requested)
3. Possible outcomes of meeting: a. agreement that there was no academic misconduct. Statement of resolution signed, copies to student, instructor, and Academic Standards. b. agreement that there was academic misconduct and sanctions are accepted. Statement of resolution signed, copies to student, instructor, and Academic Standards. c. disagreement on academic misconduct or sanctions (formal process invoked)	3. Possible outcomes of meeting: a. agreement that there was no academic misconduct. Statement of resolution signed, copies to student and instructor only. b. agreement that there was academic misconduct and sanctions are accepted. Statement of resolution signed, copies to student, instructor, and Academic Standards. Academic Standards reviews case: i. first offense—student may be directed to an academic misconduct educational program ii. repeat offense—Academic Misconduct Committee will review the case and possibly revise the sanctions. c. disagreement on academic misconduct or sanctions (formal process invoked)
Formal Process	Formal Process
1. Instructor notifies chair (5 days)	1. Instructor notifies chair (5 days)
2. Chair sends letter to student (5 days)	2. Chair sends letter to student (5 days)
3. Student submits request for review to the chair (5 days)	3. Student submits request for review to the chair (5 days)
4. Chair forwards student's request to Academic Misconduct Committee (5 days)	4. Chair forwards student's request to Academic Misconduct Committee (5 days)
5. Academic Misconduct Committee informs Dean, Chair, and instructor (5 days).	5. Academic Misconduct Committee informs Dean, Chair, and instructor (5 days).
6. A meeting of the Academic Misconduct Committee, student, instructor, and chair is scheduled. Evidence and correspondence concerning the allegation is collected.	6. A meeting of the Academic Misconduct Committee, student, instructor, and chair is scheduled. Evidence and correspondence concerning the allegation is collected.
7. Meeting is held where testimony is received and any witnesses may be cross-examined by the student. Academic Misconduct Committee decides in private, with a 2/3 vote required.	7. Meeting is held where testimony is received and any witnesses may be cross-examined by the student. Academic Misconduct Committee decides in private, with a 2/3 vote required.
8. Written decision and a final Statement of Resolution is sent to student, instructor, chair, and dean (5 days).	8. Written decision and a Statement of Resolution is sent to student, instructor, chair, and dean (5 days).
9. Student may appeal decision to the Provost (5 days)	9. Student may appeal decision to the Provost (5 days)

Other Changes:

- Several new examples of Academic Misconduct are listed in the preamble section:

Current Policy	Proposed New Policy
<i>Academic misconduct includes, but is not limited to:</i>	<i>Academic misconduct includes, but is not limited to:</i>
Prior acquisition or possession of an examination and submission of false data	Presenting as one's own work the words or ideas of another individual without proper acknowledgment ("copying" or plagiarism)
Submission of the work of another individual without proper acknowledgment	Fabricating facts, data, or other forms of evidence for use in coursework
Performance of work in a course for another individual while registered in the same course	Reusing coursework from another course without permission from the instructor
Failing to demonstrate academic integrity by not upholding the individual's basic share of responsibility for collaborative course work and/or assignments.	Performance of coursework for another individual
	Misrepresenting an individual's share of responsibility for collaborative coursework and/or assignments
	Working with other students on course assignments without permission from the instructor
	Prior acquisition, selling, or possession of an examination, written assignment, or similar assessment without permission of the instructor
	Providing false information on or tampering with attendance records, academic records, or other official documents or means of identification.
	Enabling another student to commit any act of academic misconduct described above

- Many parts of the old policy are reorganized under a section called "General Considerations" (Section I)
- new: "Statement of Notification" (Section I)
- Increased emphasis on the Statement of Resolution throughout
- Entire Section II of current policy "For Alleged Academic Misconduct in Other Settings Not Related to a Course" (2 pages) is replaced by a one-sentence section (III) in the new policy: "Process for Alleged Academic Misconduct in Settings Not Related to a Course"
- The Statement of Resolution form has been updated

Senator Goodman: All right so the current policy versus the proposed new policy on academic misconduct procedure is listed there; this motion also comes from and is also endorsed by Standard for Students.

- Currently the current process is; the instructor informs the chair and student if there is some allegation of academic misconduct.
- Student and instructor are supposed to meet; the chair can be there and is supposed to be informed but doesn't necessarily have to be there for that meeting, unless someone wants the chair there.
 - Possible outcomes from this informal process meeting; that their agreement finds there was no academic misconduct; in which case the matter is resolved, and you're supposed to fill out a form.
 - Or you agree that academic misconduct occurred, and you agree on the sanctions and you fill out the form.
 - Or, disagree and then it goes to the formal policy which is a much more rigid situation.
- The new policy is the same. The part that's bolded are the new additions:
 - First if you agree that academic conduct misconduct didn't occur, there no longer needs to be a form filed at the Academic Standards Office; that's in the old policy.
 - And it seems if you're falsely accused there doesn't need to be a permanent record on campus of that. It's an informal process after all.
 - After that the new part of the policy is that; if you do agree at this point that academic misconduct has occurred, and you agree on the sanctions, then that form is moved forward to Academic Standards Office which it's supposed to be anyway. But now the Academic Standards Committee reviews it, and if it's the first offense by that student, then there's an option to send that student to an academic misconduct educational program, which has been

termed an academic misconduct boot camp. We left it with a maybe, that doesn't exist yet, and we want to see how that goes.

- If it's a second offense, there will be an automatic review of the case by the Academic Misconduct Committee. The idea here is to try to catch multiple offenses, someone who violates this policy more than once. Currently that seems to be a problem on campus so that's new in the policy so if you're a repeat offender, we review it automatically.
- Beyond that you go to the formal process which is identical to the previous policy. So that's the only substantive changes we made in the process. It's not very much.
- If you move further down, I'll point out a few other changes that are significant in the policy:
 - The first, the current policy lists very few examples of what academic misconduct is, those are on the left, there are four examples. We spelled them out a little bit more with the longer list, and that's in the preamble part of the policy, the very first paragraph.
 - There is now more examples of what might be considered academic misconduct, although the first sentence there says; 'Shall include but is not limited to'; so obviously you can't catch everything.
 - Many parts that were just joined in the current policy have been moved together under a new section called; 'general considerations'. So they haven't been rewritten as much as they've been reorganized.
 - There's a new statement of notification on the first page, which is new.
 - There's an increased emphasis on the 'statement of resolution' form throughout that already exists. We're supposed to be doing that if we are involved in the academic misconduct case. Currently there is now more emphasis, I'd say but the policy hasn't changed much.
 - We also updated the 'statement a resolution' form - it was simplified a little bit.
 - Finally an entire section of the new policy was essentially *deleted* (two pages). It covered something called 'alleged academic misconduct in other settings not related to a course.' Which was two pages long. And as far as our Committees were concerned, it had never been invoked. So we rewrote it to one sentence that says 'if something like this happens follow the policy.' Now it's all encompassing so that's the academic misconduct policy changes.

Senator Floss: I know a really good policy and I know how hard it is to do one. The one issue that I don't think is in here, hasn't been in here, and probably I wouldn't have worried about it except for the last two semesters I've had like five students now that this is fallen into. It's students with disabilities, particularly students who are on medications and things, who may do things that look like academic misconduct, but in fact are because they're in a certain situation is a better way to put it. So I would just wonder if there's a footnote somewhere or something that because I've had a very hard time and I'm without using any names of anybody else, but a student got up in a group project, was clearly not glued together, but was walking around sort of staring out the window and looking at other people's stuff, and the other different groups, and then was accused of academic misconduct. If they had been willfully doing it you might argue was misconduct. But under where they were, given all of these things, you would want to be careful that we don't trap these students in here needlessly. I've had a lot of them in the last two semesters, it may be that we're seeing a large number of people with IEP (Individual Education Plan), and things, and most of the faculty don't know that these students exist in their classes. I think if faculty knew that there were issues this wouldn't come up but it's only after the fact that we sort of have to go through all of this. I'm just concerned about these kids, and not having them go through the terror that they see because of all of this. It becomes a really hard thing for them, and it gets to be very hard to resolve, and I don't know how to resolve it. I just bring it up is a major concern.

Senator Goodman: I guess my response is that the policy is designed and always has been to have some discretion built into it. That's the informal process, that's why it initially starts between the faculty member and the student and the student is supposed to present evidence or a case at that point too and so I would hope that at that level is when these kinds of things are resolved.

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Senator Floss: The problems I've had with the old policy is that faculty members are reading this policy and if there's not something there, certain faculty members take it a lot more seriously. And then the other issue is if a student is in crisis it's very hard for them to present all of this stuff at the time. If somebody hadn't intervened on their behalf; you know they're being threatened with being thrown out of school, and everything else, and they then end up in the hospital, is really what ends up with all this. I don't know what the answer is, I bring it up as a problem to all of us, and I bring it up here today so folks in the audience understand that this can be a problem as we're dealing with students. You're right compassion is probably the most important thing we can do for our students. Balancing compassion, with academic misconduct, can sometimes be hard.

Senator Goodman: I would hope that's the idea of some discretion still at that very first stage where it's between the faculty member and the students still. If you agree on the outcome at that point and the chair can be involved at someone's request. It's over.

Senator Floss: When the chair isn't involved or somebody else is involved you get stuck.

Senator Goodman: I don't know what to do about that.

Senator Floss: Okay, I just bring it up.

Senator Ben-Merre: I have a quick thing about **Senator Floss's** point, and then a concern about some of the wording. I think there's a process by which students with disabilities are able to, and sort of instructed to inform their instructors about sort of specific accommodations so there should be something on the record if there needs to be specific accommodation.

Senator Floss: That's not exactly what the rule is. People don't have to, unless they expose themselves I guess is the best word if they're not asking for an accommodation. But that doesn't mean usually at the end of the semester when there is an issue that we shouldn't be trying to deal with it. So then the faculty doesn't know about this and it's a difficult situation. I'm not trying to make it a simple problem I just want to make sure that people understand this is something we're going to have to deal with more and more.

Senator Ben-Merre: It was in the comparison, page 1. So three B-2, so the faculty member and the student have already resolved this and agreed on sanctions, and now for two repeat offenses; it says; '*academic misconduct committee will review the case and possibly revise the sanctions.*' I have trouble with the word '*revise*' as opposed to something like '*impose*' additional sanctions. Because '*revise*' implies that the faculty member and the student agree on a grade of E or F for the course, that the academic misconduct committee, because it's a second offense, can sort of dismiss that sanction that had already been.

Senator Goodman: Yes, I would have to look back. Those are my own words, I don't know if that's what's in the policy or not. But the idea is that they would be reviewed, and yes additional sanctions could be imposed if necessary. Because if the faculty member is unaware of a multiple offender.

Senator Loehr: The language says that the administration inform students periodically?

Senator Goodman: In the motion itself yes, we want an outreach campaign on academic misconduct to students and faculty.

Senator Loehr: Shouldn't this be addressed also in syllabi?

Senator Goodman: It's not mandated to be in your syllabus. It's the statement of notification, it says; '*instructors may also wish to provide statements about academic integrity and the instructor should include a clear statement about academic misconduct in their syllabi.*' so it's in there, but I don't believe it is in the course

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procedures and grading policy, that defines what should be in the syllabus. We put it in here but I don't know if it's 100% required.

Senator Loehr: Shouldn't that be addressed in each syllabus?

Senator Goodman: We put it in here that way. We said you should put this in your syllabus, but there is another policy that we didn't review this time, that governs what goes into the syllabi. Should it? Yes, and that will be for I&R next year.

Senator Loehr: Can I recommend that this part be reviewed next year?

Senator Goodman: Yes, that would be for I&R.

Senator Nikischer: The word 'needs' I just want to clarify for some of our students that will be a conversation over email because they may be in a different country teaching English, and we might not have the same hour schedule even to have a phone call. I just want to clarify that is okay. I hope that language doesn't assume a face to face meeting.

Senator Goodman: I hadn't considered that. I don't think it also implies that it has to be. I don't think anyone's going to get in trouble for having a phone meeting with someone on the other side of the world for this.

Senator Rosen-Brand: Specifically responding to **Senator Floss's** comments. To just the disability there are hundreds of students on this campus who are registered with the student accessibility office, and with that they have a number of supports. It's not strictly limited to let's say; extended time for testing, there are a plethora of different areas that we can assist in, including advocacy, and we do a lot of that at all times. I think specifically we're talking about students who are not linked with our office, and they're not aware of what to do, and how to get the support. What Senator Goodman was talking about discretion can also be talking about the various supports of many services available on this campus not saying; 'I think you have a disability that's where you should go.' We have a lot of good supports the tutoring staff in the library, there is a counseling center; Weigel Center just so many supports available so it's really the students who are not connected because we have a tremendous amount of support and advocacy that we do.

Senator Sherman: I think it belongs in the syllabus, because most of my faculty put it in their syllabi. So I would think as part of this we could say that. That should be updated at the same time this is being updated for making sure that's in there, which is number one. And number two if we're going to do a boot camp campaign or just even talking to students about this, I think in terms of setting the stage we should be talking about academic integrity and honesty, and what it means for good academic integrity, and honesty. And that we can say, in the event that this doesn't happen this is our policy for dealing with these kinds of procedures, and advertise both of them strongly as part of the campaign.

Senator Loehr: I would like to echo **Senator Floss's** comments about addressing flexibility with special students, and justice and mercy in the policies so it is not read as the letter of the law.

Senator Goodman: Well its policy, I'm not sure what to do. There might a lot of different situations where a faculty member and a student might come to, besides the disability issue, and I think that's happening already. I think that was one of the issues that came up in the early stages of the process - *we didn't want to be too prescriptive*. There are a lot of things. Sometimes students are in a car accident, maybe you can forgive the fact that they turned in something that wasn't quite right, and make them redo it, and don't put it on the record, there's a lot of things like that. But there comes a point where you reach policy and procedure.

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Senator McMillan: Please send me, **Senator Goodman** or **Senator Maldonado** further comments or questions or concerns. All three of us can handle and manage your comments/questions. Any other questions? We have a lot of business left to do, and need to get through the agenda.

Senator Shephard: Follow up to the comments made on extraneous issues. I am not sure if we necessarily need to add something in the policy; there is enough discretion in the informal process, and if we are talking with the student we have concerns about academic misconduct, and they need assistance through Weigel Heath Center/or other, that is the time we can address it. I hesitate to add something into the policy, because my job is to assess their academic misconduct, I cannot assess their rationale for it.

Student Welfare Committee (SWC)- Gianna Norfleet, Chair and Amy Rosen-Brand, Vice Chair

Senator Norfleet presents the revised SWC roster for re-approval. There were no objections. Roster approved.

Senator Norfleet then presents for vote: Broad Based Fees increase motion

**Buffalo State College Senate
STUDENT WELFARE COMMITTEE
Recommendation to Increase Broad Based Fees**

March 10, 2017

Whereas enrollments have declined for the past three years, causing a reduction in revenues for the broad-based fee accounts;

Whereas fringe benefit costs continue to increase expenses; and

Whereas in the past years administration has balanced the accounts by reducing administrative overhead expenses, internal reallocations, expenditure controls, and fee increases; now, therefore be it

Resolved, that the Student Welfare Committee recommends

- 1) that the College Senate support the administration's broad-based fee increase of 2% HEPI cap (or \$25) for the 2017—2018 fiscal year,
- 2) with the following individual changes: increases for Athletics = \$8.00; Health = \$8.00; and Technology = \$9.00.

Senator McMillan asked for further questions.

Senator Potts: What are the total fees?

Senator Floss: It is about \$1,081 with the addition. BSAC thanks SWC, we had a joint meeting and BSAC is also supporting this motion.

Senator McMillan asked for further questions. Hearing none, she asked for the Senate's vote. The ayes carried over the nays. Motion approved.

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

Senator Floss: This motion is also in joint effort with the SWC to endorse moving staff to state lines.

**Buffalo State College Senate
Budget and Staff Allocations Committee and
Student Welfare Committee**

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Recommendation to Consider State Staff Lines

March 10, 2017

Whereas the areas covered by student fees are under substantial fiscal stress;
Whereas the College Senate Student Welfare and Budget and Staff Allocation Committees are recommending that the fees for the 2017-2018 year be raised by the SUNY maximum for the upcoming year;
Whereas even with these increases the potential for significant cuts is highly likely; and
Whereas many SUNY campuses have moved staff in these areas onto state line, thereby saving fringe benefit costs and ensuring that these areas are financially viable; now, therefore be it Resolved, that the College Senate recommend to the President that she charge the Comptroller's Office with analyzing whether Buffalo State should move in the direction of placing staff in these areas on state payroll to save fringe benefit costs for the college and ensuring the viability of these areas;
And Be It Further Resolved, that the Comptroller report back to the College Senate the results of his analysis.

We are recommending that the President charge the Comptroller's office whether Buffalo State should move some staff lines from IFR lines to state lines to save fringe benefit costs.

The fee increases are regulated by SUNY so that 2% is a cap; so that we can't just raise fees as high as we like to cover cost increases. What this means is that at some point in the near future, individual areas whether it be health, athletics or technology, may not have the money to do the kinds of services that the fees were meant to have. In saying that, BSAC has done an analysis. And most of the other SUNY schools, partly because they were smaller than us, had to move in this direction probably ten years ago where more and more of the lines have been moving back on to the state purpose lines. As I said last time, it's a very difficult choice, you've got to get the money from somewhere, so I think that it's important that we have this discussion.

Senator DeWind: My question is the 60% fringe amount. If we move them into regular staff and faculty lines, where does that money come from?

Senator Floss: The money comes from the Civil Service budget, and SUNY does not pay it. Thus, Buffalo State doesn't have to be charged the 60%. In other words, you open up money in the IFR accounts, and it's cheaper on the state side. For the overall budget, I would call it an all funds budget, but not quite, the idea would be to allow for more money on the campus as a whole, but it's not in the same places.

Senator Ben-Merre: How many years in a row we have increased student fees?

Senator Floss: I believe the last time we did not increase student fees, I was the chair of the BSAC back in the eighty's, so it's been a long time. The problem becomes once you put a cap in, it becomes the lower end of all of this, so because you can't catch up, you automatically increase the fees. The other thing that isn't in here is, after next year, the N.F.T.A. transportation fee will come up to be renegotiated. At that point in time we could see a large increase in that fee, which would mean that we would actually have to cut these other budgets, or go to SUNY and ask for a waiver at that point.

Senator Goodman: To further and more accurately answer **Senator Ben-Merre's** question; the current situation where we increase student fees every year, that's only about five years old. Prior to that it was a much more contentious process, where the fee stewards would have to come to BSAC and they would have to do much larger fee increases less often, they'd be more like 10%, and that was a big deal. The other thing, I strongly support this motion from BSAC. I've been on BSAC for many years, I was Chair of BSAC for several years, and some version of this motion always comes forward every time there's a fee increase it seems like. It hasn't been dealt with yet.

Senator Qualls: I'm not going to say that I absolutely don't support the motion, but I do want us to consider, and I have said this when I was on the BSAC Committee as well, that we need to be careful about passing on

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fees to students. Especially we know there is lower enrollments, so that the existing students are going to be getting higher fees. When we talk about fringe benefits that has always concerned me, because that is the responsibility of the institution. On the other hand we can continue to increase the fees and bring on more employees, but when our enrollment is down how do we reconcile that? So we're asking for more people to service fewer students. I don't have an answer, but the point is that we need to consider those factors.

Senator Floss: I think the BSAC always has tried to consider it. I think that's why we're asking for an analysis that would take all of those things into account. We're not prescribing that something be done, we're just asking that it be done in a logical way in all of this. The one thing I will say about trying to keep fees down to the extent that we can move them into the state side that are 'tap 'able, as opposed to fees that are not actually helping students and moving in the right direction.

Senator Qualls: One thing I also recommend is that the individual units begin to do things to bring in external funds to help them, as opposed to just simply passing it along. It can be done in different ways as we all already know and are doing in some respects.

Senator McMillan: Any other comments on this motion, which is to ask the president to please charge the comptroller to take a look at this. All right all those in favor of this motion? (*there were many Aye's*) All those opposed? (*there were some Nays*) The motion carried.

UNFINISHED BUSINESS

Senator Goodman gives The 175th Winter Plenary UNIVERSITY FACULTY SENATE Report (Previously put off from the February Senate Meeting, due to time constraints). It is posted on the Senate's website at: <http://collegesenate.buffalostate.edu/university-faculty-senate>

SPECIAL BUSINESS

Applied Learning Motion: Stephanie Zuckerman-Aviles, Ann Emo, Amy McMillan.

Senator McMillan presents a motion to the Senate on Applied Learning.
Buffalo State College
Applied Learning Task Force

Recommendation to Support Applied Learning Task Force SUNY Applied Learning Campus Plan

March 10, 2017

Whereas the SUNY Board of Trustees passed a resolution stating that SUNY shall develop a plan to make approved applied learning activities available to SUNY students enrolled in the 2016/17 academic year, and that this plan will include individual campus plans;

Whereas Buffalo State has completed their campus plan for SUNY;

Whereas the definitions of Applied Learning Experiences was vetted and approved, and

Whereas the SUNY criteria for Approved Applied Learning have been made available to the Buffalo State campus;

Whereas the Applied Learning Task Force (Stephanie Zuckerman-Aviles, Ann Emo, and Amy McMillan) consulted with the campus community, including administration, faculty, staff, and students;

Whereas Buffalo State is already a leader in Applied Learning experiences in the SUNY system;

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Whereas Buffalo State has a strong commitment to applied learning and provides numerous opportunities for students to engage Approved Applied Learning activities;

Whereas despite this commitment, Buffalo State lacks some critical resources to provide an applied learning experience to every student; and

Whereas the campus must make a decision about making Applied Learning a graduation requirement for all undergraduate students; now, therefore, be it

Resolved, that the Applied Learning Task Force recommends that:

- 1) Buffalo State College will **not require** Applied Learning as a graduation requirement at this time; and
- 2) Buffalo State College should revisit this decision in the future and reconsider making Applied Learning a graduation requirement.

Senator McMillan: I sent a motion today, the motion describes exactly what we're asking the Senate body to do. We've presented the Applied Learning Plan Parts V-VII. You'll remember from last month, and from all the materials that we've sent you, that what we have decided, based on our conversations across campus and based on the resources that we have, is that we are not going to make Applied Learning a graduation requirement at this time. If you notice 'Be it resolved that Buffalo State will continue to consider a potential requirement in the future as we move towards a new General Education, and other things that we're doing. Does anyone have any comments or questions about this motion? Seeing none, all those in favor of the motion? Motion carried, motion is approved.

NEW BUSINESS

There was no New Business.

CONSTITUENT QUESTIONS-(CQ's)

President Conway-Turner Comments on Feb 21st investigative report which shined a negative light on the partnership we had been involved in. A number of local entities have been looking at how they can help address housing for us. **President Conway-Turner** has been in conversation for 18 months with Greenleaf. The investigative reporter attempted to paint a negative portrayal of that relationship. That is a private company who owned land and was going to create housing to try to address to some of our needs because it would also benefit them. It is not a Buffalo State facility – Confidential that we are fine, no money was exchanged. SUNY was involved in this initiative from the very start, and throughout the entire process. Confidential we'll show a positive aspect of any scrutiny.

Student Affairs Response to Constituent Questions-Interim Vice President, Daniel Velez

Interim VP Velez Asked to address questions about Cost Differences of housing, Greenleaf and Buffalo State presence at Campus Walk, How feedback will be provided from our campus to the Greenleaf project in regard to Student concerns.

1. summer of 2014, the College set out for a master plan for housing which was completed in the spring of 2015. Plan provides guidance for optimal quantity of student housing. At the May 6th 2016 meeting the senate received an update on student housing and the occupancy management plan, which was made effective June 1st, 2016 stating priority in terms of student housing.

– Financial implications:

2014 – 162 Students in the fall were housed off site at a total of \$1.2 Million, \$1.9 Million in the following year and \$450,000 in 2016-17.

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Occupancy Management – 2016/2017

- Room Selection Priority Revision:
 - #1 - Current First Year (Rising Sophomore)
 - #2 - Current Sophomore (Rising Junior)
 - #3 - Current Junior (Rising Senior)
 - Requirements to Maintain Room Assignment - (June 1, 2016):
 - President Cabinet Review and Approval
 - Room Deposit Payment All Returning Students
 - Registered for Fall 2016 Classes (minimum 12 credits)
 - Room Assignment cancelled if student does not comply with requirements
- Source: Housing Office 2016

Returning Student Housing Cancellations:

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

Housing Policy Change: Additional Metrics

- Less than half of our juniors live on campus in their senior year
- Less than 10% of resident students are seniors
- Seniors fill about 25% of the STAC
- Just over half of the seniors staying on campus stay in STAC
- Graduate students account for less than 1% of resident students

Housing Policy Change: Additional Metrics (financial implications factored into the decision for this new policy, which later drove the affiliation)

- In 2014/15 162 students in Fall, annual cost \$1.2m (housed off site)
- In 2015/16 216 students in Fall, annual cost \$1.9m (housed off site)
- In 2016/17 107 students in Fall, annual cost \$450k (housed off site)

Graduate students may apply for housing and be placed on a wait list. Seniors may apply for housing and also be placed on a wait list. Seniors on a wait list would receive housing before the graduate students, but only if the campus walk apartments have filled to occupancy as per the affiliation agreement. You heard **President Conway-Turner** state that this policy would only be in effect for a period of time until our housing options level off (exactly four years).

Price Comparison Rates for SUNY Buffalo State Housing (2017 – 2018) and Campus Walk

- Denotes annual cost to students

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Housing Rates per Semester Standard Double (Towers, NW, PH, PO, NH) - 10 Month Contract	STAC Housing per Semester Single Rates - 10 Month Contract	Housing Rates per Semester Single, Double, and Family College Moore Complex	Campus Walk Monthly Rates Based on 12-Month Contract
<ul style="list-style-type: none"> \$4,008/semester \$8,016 Total 	<ul style="list-style-type: none"> \$5,250/semester \$10,500 Total 	<ul style="list-style-type: none"> Single - \$4,620 \$9,240 Total 	<ul style="list-style-type: none"> B1- 2 bedroom - \$995 (Sold Out) \$11,940 Total
		<ul style="list-style-type: none"> Double - \$4,514 \$9,028 Total 	<ul style="list-style-type: none"> C1- 3 Bedroom - \$880 \$10,560 Total
		<ul style="list-style-type: none"> Family College - \$5,171 Total \$10,342 	<ul style="list-style-type: none"> C2- 3 Bedroom - \$910 \$10,920 Total
			<ul style="list-style-type: none"> D1- 4 Bedroom - \$835 \$10,020 Total
			<ul style="list-style-type: none"> D2- 4 Bedroom - \$860 \$10,320 Total

Utilities are included in SUNY Buffalo State Housing Costs
Campus Walk lessees are responsible for monthly electrical utilities

Interim-Vice President Velez: On campus housing includes utilities. Campus walk apartment lessees must pay for electric separately, all other utilities are included. No difference than renting off campus.

Senator Sherman: For Campus Walk, is that an annual lease (12 month)?

IVP Velez: Yes a 12 month lease.

Senator Sherman: Concerned about seniors having an annual 12 month lease that are graduating in May. Would they be required to pay for the summer?

IVP Velez: Yes it is no different than any other private apartment/house lease and they would be required to commit to the lease.

Senator Brickhouse: Can they sub-lease to someone for the time period they may not finish out?

IVP Velez: The terms of the lease would have to be discussed with the leasing office. Not entirely familiar with Campus Walk's lease arrangements. If someone wants to get out of their lease early they can talk to the Campus Walk main office about this, I imagine.

Senator Sherman: Just seems strange that it would be a 12 month lease for seniors, who ideally are graduating in May.

IVP Velez: We have seniors move off campus to other private houses who have, 12 month/10 month/month to month leases. This is not a requirement to live at Campus Walk. There are other private leasing options off campus.

Senator Potts: I agree with what you said, but the difference is that Buffalo State has entered into an exclusive agreement with Greenleaf; that the GL property will be marketed? Was that inaccurate in the investigative post?

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IVP Velez: Correct.

Senator Potts: So the advertising around campus that says that it is affiliated with Buffalo State; the signs that are posted, those are inaccurate?

IVP Velez: They are affiliated with Buffalo State, we have an affiliation agreement. So they can advertise.

Senator Potts: I agree 12 month leases are common, and you just made that point. But, this is the organization that Buffalo State has an agreement/affiliation with. So it's not like saying well everyone else said that, sure, but everyone else does. But, this administration has chosen to go into business with.

IVP Velez: We do have a member of the staff; the Director of Residence Life who will serve on the advisory board that meets to discuss any concerns that may come up during the time of this affiliation agreement. So something such as this would be brought back for discussion at that meeting.

Senator McMillan: It looked like in GL's agreement, in which students could not live there for three weeks in August, from the 1st -25th? Do you know anything about this?

IVP Velez: Not aware of this.

Senator McMillan: Okay, then do not make any assumptions until we look into that.

Senator Hunt: I have a clarification question about something you said earlier about when seniors will be considered you said that that would be following one hundred percent occupancy at campus walk. Does that mean that we've guaranteed them that they'll be fully occupied?

IVP Velez: No. We have not guaranteed them that they'll be fully occupied so there's a likelihood that they would not be fully occupied and the students could potentially live elsewhere than campus walk.

Senator Hunt: Is there a comparison to STAC here, in terms of any guarantees that are made, because stack is private to right?

IVP Velez: STAC is not private.

Senator Knowles: Can we just go back to **Senator Hunt's** question to clarify that. Is the implication that until Campus Walk is filled with seniors, we can't house our seniors elsewhere?

VP LeVine: If Campus Walk is full, we can bring anybody back on campus. We can bring seniors back on campus. That's why we're having the seniors get on a wait list. So once Campus Walk fills, we could accept the seniors back on campus.

Senator Knowles: But we're not allowed to move our own seniors without first making sure that the interests of Campus Walk are filled?

VP LeVine: Correct.

Senator Knowles: How is that advantages to us?

VP LeVine: That's part of the negotiations.

Senator Norfleet: In regards to the affiliation, was there a guaranteed number of students that we have to

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provide to Campus Walk?

VP LeVine: No.

Senator Stewart: We talk about retention and graduation and it just seems like the group that's most likely to graduate, which are in my opinion seniors, they seem like they are getting the shaft a little bit, as it relates to housing. We put a lot of the financial burden at Buffalo State on freshman and sophomores living on campus. I think last year if my facts are right (we are kind of living in alternative facts) we pushed off campus. And now I'm just listening to this negotiated agreement you just seem like the seniors are going to be screwed, and they are the ones most likely to graduate to contribute to what the overall goal and objective is, to get students out of here. I don't understand this maybe someone can help me.

IVP Velez: So there were questions about the safety and security provided at STAC versus Campus Walk, or our residence halls. In the studio apartment complex for example, and the other residence halls on campus, we provide on call coverage by the hall directors at all times when the Central Office of Residence Life is closed. All of the residence halls are staffed by resident assistants from 7 p.m. to 12 a.m. every day of the week. Additionally University Police Assistance or UPSA's provide additional coverage in the lobby of various residence halls between the hours of midnight and 6 a.m. Each residence hall is locked 24 hours a day, only key fob access allows you permission to enter. We have fire alarm systems, and smoke/heat detection systems in all the residence halls. Additionally there are security cameras in lobbies of each residence hall, and the exterior door alarm monitoring system for added security. Campus Walk has a number of apartment configurations. While we are not responsible for the security at Campus Walk, I am aware that they boast having secured buildings with control access, and 24 hour monitored secure building with control access. They report a series of community rules and regulations, conduct and security guidelines in their lease agreement with residents and that facility. So they do have someone on call. The facility is security monitored. We are able to comment on the safety and security among other matters concerning students who resided at Campus Walk because of the affiliation agreement, which calls for an advisory board, and that advisory board allows for a campus employee to serve, and that person is the Director of Residence Life. Information concerning the experiences of students in campus walk will be known to us through review of regularly scheduled mandatory surveys, which are part of the affiliation agreement. We are confident that the experience students have at campus walk will be a very good one because campus walk is matched with one of the most experienced student housing firms in the country; Asset Campus Housing, which has experience with over 250 housing complexes similar to campus walk, and because of this ongoing feedback that will be provided through a survey assessment, and through meetings with the board. There was also a question regarding marketing of our residence halls. Someone asked; 'will we be advertising our residence halls as we are advertising for Campus Walk?' We do advertise our residence halls. We provide this information through Admissions materials, Open House, social media and the like. Perhaps we just need to get more of that information out to campus. I think it was very noticeable that the Campus Walk materials were circulating at the start of the semester.

Vice President LeVine addresses further CQ's

1. Do students who sign up quickly, get a different rate than students who sign up later at Campus Walk, and whether there's a cap on that? And is this an attempt to get early leases? I'm aware that the rates have increased as they fill. I don't know what their policy is, or what their cap is- again private development, so they're on their own. The only provision that we built into the negotiation was that they cannot charge a rate that's less than 20% of the STAC rate, and the purpose of that was we don't want them undercutting us so much that they draw our students out of STAC.
2. The other question related to Greenleaf advertising to our students and is there a plan to make other housing information available? Greenleaf's Campus Walk is allowed to advertise on campus, but so can every other housing complex, and any other vendors, they follow the same rules. We built a

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number of provisions into the agreement that we give everybody they just didn't know it when they negotiated it. And if I can go back to Senator Stewart's question about treating seniors bad. The issue with our housing is that we had to make decisions we were housing a good number of students in Canisius and Medaille, and that's not good for recruitment and retention. And it was costing us \$2 million a year and so the decision was made to have our seniors go off campus. The ones that do stay a lot of them stay at STAC and this was looked at as being a brand new facility, right next to campus, cheaper, and we thought it was a good deal for students.

Senator Brickhouse: If we have an affiliation with them, will financial aid be available for this housing?

IVP Velez: Students would be packaged just like any other student who lives off campus. Living off campus at a private housing location does not make one ineligible for financial aid.

Senator Bewlay: Some of the seniors I've talked to, they are trying to learn new life skills; paying rent and taking care of themselves and they don't seem to know how to do/be responsible for certain things. It seems like with this change, can we as a campus provide some kind of orientation for this?

IVP Velez: If you follow **President Conway-Turner's** blog, she did announce that the Student Life Office prepared such guidance for graduating seniors on how to read a lease, and entry into the real world. There's a graduation series that was coordinated by the Student Life Office on just those topics. We can look at doing that again and continuing to do that.

Senator Knowles: I just wanted to ask in the campus column up there with figures. It's different than the ones at Buffalo State. It's \$995.00, but then \$11,940 total; is that tax? I mean what's the difference between the cost and the final total?

IVP Velez: I'll have to figure out what it is. It is embedded in there but it may be the fees and the electric.

Senator Knowles: It's not like semester by semester, like the rest of the chart right?

IVP Velez: It's an annual charge.

Senator Qualls: I like this type of affiliation. I think its being done around the country, I've seen it. I guess what I'm interested in, do we have an exclusive agreement with Greenleaf; so much that only they can only take our students? Or are they able to take other university students, or other people in the community? It's not an exclusive agreement?

IVP Velez: It is not an exclusive.

Senator Qualls: The other thing is the notion of parking. We don't have any parking and we're going to offer parking, or is that not the case?

VP LeVine: They have their own parking. Between the two buildings will be parking. And as part of the affiliation agreement they're also allowed if there are Buffalo State student with a BSC permit, they are allowed to park in the lot right on Reese street. Something we give to all of our students.

Senator Qualls: Is this a project of Start-Up New York? Where they're getting tax breaks?

VP LeVine: No.

Senator Norfleet: To my understanding, seniors won't be allowed on campus until after Campus Walk is

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filled. In that case, will seniors suffer a loss now that campus walk is filled, and also all of the on campus apartments are also filled, so now they're at the option of just living off campus?

IVP Velez: Seniors are encouraged to look at all housing options available to them. Not just those at Buffalo State or Campus Walk. Because that could happen you know, if we become so filled that there isn't availability. We do encourage seniors if they're not interested in the Campus Walk property to look at other housing options as well.

Senator McMillan: I want to remind you that the rest of the Senate business is done, so I don't want to be blamed for the fact that our meeting goes late. But I'm happy to take as many questions as we have, as long as you're willing to stay. And we have other constituent questions that we've asked.

Senator Zhang: I have a question on international students. As you know we have with us two students here from China and usually the application that I fill in for them will be delayed, compared to our local students. I just want to know what our plan is when we talk about Campus Walk. Have we considered a small group of international students?

IVP Velez: I'm not aware that this includes international students.

Senator Zhang: Most of my students are staying at STAC. We have an agreement- you are going to sometimes during certain years we can save some rooms for them, because that's our agreement we have with China. And it will take them a while to get their VISA, and they cannot be here as early as our local students. What are their options/opportunities to get this taken care of?

IVP Velez: If they are seniors, they wouldn't be included in this.

Senator Zhang: Sometimes they are considered as freshmen, which they are not. I mean they are fresh to Buffalo State, but they're not freshmen. Even on Banner it's very confusing.

Senator Stewart: Are there any in your negotiations in terms of the affiliation, did you address any acts, for example, student safety. If something happens to one of our students while living in an apartment complex, let's say heaven forbid it's a sexual assault, are there any acts like that that could invalidate the affiliation agreement with that residence place?

VP LeVine: There's no provisions in the agreement for that. Security, being a private development is handled by their operation, and our police do not have jurisdiction off campus. So the first responders are the Buffalo police until BPD calls in our (UPD) police if need be.

Senator Jacobi: Just piggybacking off of the international student discussion. Let's say an international senior wants to live at Campus Walk, is there going to be any understanding, or any accommodation, regarding the twelve month lease if they're graduating in May, and they're returning to their native countries?

IVP Velez: Today I received a question about seniors that have one semester left, and also international students. That question is being referred to the Director of Residence Life, to address this at the next meeting of the Campus Walk Advisory Committee. As well as student membership on the board, which they'll be meeting in a few weeks in April.

Senator Hunt: To follow up on **Senator Stewart's** question. What are the implications if there was to be a sexual assault, or another issue for students in Campus Walk appearing before our student judicial board, or falling under our student code of conduct? Does that have any Title IX implications?

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IVP Velez: Charles Kenyon who is a deputy for the Title IX officers in the back of the room, and also **Dr. Karen Clinton-Jones**. If I may call on either one of you to address how we handle off campus students who are victims of sexual assault or alleged to have been victims of sexual assault.

Chief Diversity Officer-Karen Clinton-Jones: We would respond to off campus sexual assaults just as we do on campus sexual assaults. So you need to be mindful that Title IX refers to the relationship that we have with students, and clearly is where if one of our students reports a sexual assault we would respond to it.

Senator McMillan: Next CQ.

VP LeVine: A grounds question. This is related to plans for fixing up the campus grounds.

CQ-Is there anything happening to keep vehicles from riding the grounds around the sidewalks?

A: *So we've already started our efforts that we normally do in the spring. We've been lucky to have some decent weather so you may have noticed mulch being placed in the beds along the Student Union Quad. This year we're also going to be contracting out much of the efforts for beautification, because the staffing levels that we have just aren't adequate to handle the work that's required. As far as the ruts, this is an issue every year at this. The places that we have problems are the intersections of where sidewalks come together that don't have sufficient space for plows to make turns. Those plows have to be on the sidewalks if we want the sidewalks clear, and they're the ones causing most of the ruts. We will be repairing them as soon as we are comfortable that there is going to be no additional snow and no additional plowing and we're also looking at testing out some options that might minimize this in the future but it's really a design issue for the campus with the way the walks are situated. You can see it as you take a look at where the problems are. There is a policy about the use of vehicles on the interior sidewalks I think that it has not been enforced as strongly as it should and so I've asked at least my units to make sure that that's happening.*

CQ's for Athletics Director-Jerry Boyes-presented statistics on athletics costs and revenues



Department of Intercollegiate Athletics

Report to the
Buffalo State College Senate

Friday, March 10, 2017
Jerry S. Boyes
Director of Athletics

At the February 10, 2017 Senate meeting, a CQ was asked about the cost of the football program (see in red) and why we support it in light of the concussion issues that have become a national concern.



2016 -2017 Athletics Budget Breakdown

Sport	Budget	Size	% budg.	Cost per	Cost per / game
M. Basketball	\$172,747	16	7.6	\$10,796	\$355.00
W. Basketball	\$164,314	16	7.3	\$10,269	\$333.00
Cross Country	\$105,912	16	4.7	\$6,619	\$265
Football	\$324,145	120	14.0	\$2,701	\$908
M. Ice Hockey	\$179,509	25	7.9	\$7,180	\$845
W. Ice Hockey	\$186,956	23	8.3	\$7,693	\$825
Women's Lacrosse	\$131,708	24	5.8	\$5,487	\$468
M. Soccer	\$132,471	23	5.8	\$5,759	\$320
W. Soccer	\$162,131	23	7.2	\$7,049	\$320
Softball	\$160,952	20	7.1	\$8,047	\$820
Swimming&Diving	\$146,661	26	6.4	\$5,640	\$275
Track & Field	\$260,131	14	11.0	\$4,817	\$275
Volleyball	\$134,604	14	5.9	\$9,614	\$320



Buffalo State Athletics Concussion Protocol

Management Plan

- Education
- Pre-season baseline testing
- Recognition and diagnosis of concussion
- Post-concussion management
- Return-To-Play (RTP)
 - graduated return top play
- Return-To-Learn Protocol

Cognitive (Mental) Recovery

Athletics Director (AD) Boyes: Football is 14% of overall budget (see in red above). Also included is the cost per student athlete for each sport, and how much it costs for us to put a student athlete out on their particular venue of play.

The related question was 'In light of the concussion issue that is prevalent, why do we support football?'

Sean Roberts our head trainer is here to answer any specific questions. We do have a management plan that was developed by **Dr. John Leddy**, who is with the UB orthopedic profession. First part of the plan is education. We do a specific education with our student athletes so they understand the symptoms of a concussion. We do an education with our coaches so they understand what the symptoms may be, that could show concussion. We do the education during the course of the summer for our student athletes, so they get something in writing knowing what the symptoms and protocols are. If a symptom does show, it goes to our training staff, where they make an evaluation. If they feel it is appropriate, then they go over to **Dr. Leddy**. He is one of the leading people dealing with concussions in the country. Once they go to **Dr. Leddy** it is out of our hands. He determines whether or not the student athlete can return to competition. They must be symptom free for up to a week before they are allowed back to competition.

Per 10,000 athletic exposures. NCAA sponsored sport.

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Concussion Rates – NCAA Programs

*Published in the American Journal of Sports Medicine, September 2016
Per 10,000 athletic exposures*

1. Men’s Wrestling.....	10.92
2. Men’s Ice Hockey.....	7.91
3. Women’s Ice Hockey.....	7.52
4. Football.....	6.71
5. Women’s Soccer	6.31
6. Women’s Basketball.....	5.95
7. Women’s Lacrosse.....	5.21
8. Women’s Field Hockey.....	4.02
9. Men’s Basketball.....	3.89
10. Women’s Volleyball.....	3.57

If we feel we need to eliminate football then we would have to eliminate men and women’s hockey. Here are the financial implications:



Revenue Generated for Buffalo State

Men’s Hockey (25 student-athletes)	
- 18 student-athletes x \$17,551 (out-of-state tuition / fees)	\$315,918
- 7 student-athletes @ \$7,701 (in-state tuition & fees)	\$53,907
- Total revenue generated	\$369,825
Women’s Hockey (23)	
- 11 student-athletes @ \$17,551 (out-of-state tuition / fees)	\$193,061
- 8 student-athletes @ \$7,701 (in-state tuition & fees)	\$61,608
- 4 student-athletes @ \$20,843 (in-state, fees, R & B)	\$83,372
- Total revenue generated	\$338,041
Football (120)	
- 62 student-athletes @ \$7,701 (in-state tuition & fees)	\$477,462
- 2 student-athletes @ \$17,551 (out-of-state tuition / fees)	\$35,102
- 55 student-athletes @ \$20,843 (in-state, fees, R & B)	\$1,146,365
- 1 student-athlete @ \$30,693 (out-of-state, fees, R & B)	\$30,693
- Total revenue generated by football	\$1,689,622
TOTAL REVENUE GENERATED BY THESE SPORTS	\$2,397,488

Senator Qualls asked if scholarships are given.

AD Boyes: Scholarships are given in Division I and II only. There are no scholarships for Division III. Student athletes are treated like any other student when it comes to financial aid.

We are an economic engine when it comes to enrollment. Coaches that recruited students, and we actively recruit. We go to their games, schools and talk to them, and to their homes to talk with their parents. Not every student athlete stays on teams for one reason or the other. They're not playing anymore, maybe they have to get a job and can't really afford college and do sports at the same time. They no longer play for our teams, but they stay here and graduate here at Buffalo State. Last year we had 77 of those, some were residents, some were commuters. But the bottom line that I want to show you, kind of going along the lines of the state support:

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Enrollment Management
Athletics As An Economic Engine

Student-Athletes

In-state student-athletes, residents	140 @ \$20,843	\$2,918,020
In-state student-athletes, commuters	229 @ \$7,701	\$1,763,529
Out-of-state student-athletes, residents	8 @ \$30,693	\$245,544
Out-of-state student-athletes, commuters	37 @ \$17,551	\$649,387
Revenue generated.....		\$5,576,480

Students Recruited by Athletics But Not On Teams

Residents	47 @ \$20,843	\$979,621
Commuters	30 @ \$7,701	\$231,030
Revenue generated.....		\$1,210,651

Total revenue generated by Intercollegiate Athletics..... \$6,787,131

Less state support for Intercollegiate Athletics..... \$643,106

Revenue for college via Intercollegiate Athletics..... \$6,144,025

Senator Hunt: I appreciate seeing these figures, but shouldn't our consideration of athletics as an economic engine take into consideration that we make each and every student pay over \$300.00 a year in student fees that support inter-college athletics?

AD Boyes: No. Broad based fees on any campus are like we all pay taxes for our community. In our community I use a particular service, but I pay taxes for that. And because we are all paying taxes, it keeps the costs down. That's what broad base fees are, in my opinion. And our fee for athletics is the lowest by far, among all of our SUNYAC competitors.

CQ: In light of recruitment and retention efforts; is there any chance we can bring back intramurals and club sports?

A: We've always had intramurals and club sports.



Year	Fall Events	Spring Events	No.	Assessment
2011-12	8	7	761	Excellent 62% Good 26% Average 12%
2012-13	8	8	656	Excellent 68% Good 14% Average 18%
2013-14	8	7	754	Excellent 60% Good 14% Average 9%
2014-15	9	10	740	Excellent 72% Good 19% Average 9%
2015-16	8	8	702	Excellent 74% Good 18% Average 8%

- | | |
|---|---|
| <p>Creating Awareness</p> <ul style="list-style-type: none"> - Schedules sent to RH directors - Intramural web page - Orientation tables - Student Union board | <ul style="list-style-type: none"> - T & I Information Board in HG - Intramural Facebook / Twitter - Signage in HG |
|---|---|



Buffalo State Club Sports

Sports clubs and financial support from USG

Year	Funding	Clubs financed
2011-12	\$47,425	W. Rugby, M. Rugby, M. Lacrosse
2012-13	\$34,525	W. Rugby, M. Rugby, M. Lacrosse
2013-14	\$33,375	W. Rugby, M. Rugby, M. Lacrosse
2014-15	\$30,325	W. Rugby, M. Rugby, M. Lacrosse
2015-16	\$29,425	W. Rugby, M. Rugby, M. Lacrosse
2016-17	\$31,600	W. Rugby, M. Rugby, M. Lacrosse

Process for Developing Club Sport

- Same as any other club
 - But must also have insurance coverage if not recognized by USG
 - Must have faculty / staff advisor and recommendation for a coach at application
 - Contact Student Life for additional information, policies, procedures
- Note: Recent interest from students for skiing, snowboarding, wrestling, and hockey*

We do not have anything to do with club sports in athletics. That is a separate entity, and I've talked with **Sarah Young** to give me some statistics. I asked our manager **Christian Ozolins** to go back the last five years or so how many events that we have in the fall, in the spring, and the number of students who are involved with those intramurals. We do assessments; every year at the end of the first and second semester we ask all of our users and recreation intramurals to fill out a user satisfaction survey. And these are the results that we've gotten over the past five years. The promotion of such, are at the bottom of what we choose to do to try to get the word out about our intramural recreational offerings. I'm biased but I do feel that we do a great job here with our offerings of intramurals.

The last slide has to do with Club sports. And **Sarah** went back the last six years to show that we've had three kinds of traditional club sports that have been here Buffalo State for a number of years. Men's and women's rugby and men's lacrosse; that shows the funding. This doesn't show how many students are involved with these programs but the process is that they apply to USG for funding. Again we have no oversight, no responsibility at all for club sports. This is strictly under Student Life, and really the requirement is they must have insurance, they must have a faculty and or staff representative, and a coach is what we recommend but not necessarily required. It shows there club sports have been here for many years and overseen by USG and Student Life.

Senator Potts: Based on numerous news reports about the long term health costs of football, and in other concussive sports I really appreciate the slide that you've provided detailing the concussion protocols that you, your staff and associate medical professionals deal with; obviously you take it very seriously. But you haven't spoken to, which is my original concern, these chronic debilitating long term injuries that may not manifest for decades in the future. I would draw your attention to an article that was in the **New York Times on December 12th 2016, about the N.F.L. settlement with their players union. That settlement will be worth as much as \$1 billion, and will cover every former player for the next 65 years. ****Link to article:**

<https://www.nytimes.com/2016/12/12/sports/football/nfl-concussion-settlement-payments-supreme-court.html?rref=collection%2Fsectioncollection%2Fsports&action=click&contentCollection=sports®ion=rank&module=package&version=highlights&contentPlacement=6&pgtype=sectionfront&r=0>

The league's actuaries estimate that 30% of those players will be covered under the settlement. So my concern is; when we weigh the costs and benefits of concussive sports in a college institution, how should we weigh the long term, difficult to assess costs and the potential for those costs?

AD Boyes: The N.C.A.A. is currently in that similar type of a situation. SUNY legal came to us, and we worked

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with John Roselinger, for the names and addresses of all of our student athletes since 2009. And this is going across the nation because the N.C.A.A. is in fact in the same boat as you just mentioned. There is a sum of money that is available for student athletes to identify themselves, that they have been concussed. I guess they have the opportunity to get some of that money. But it's a very large question, and philosophically, I think that's something for every college and the N.C.A.A. to answer. So I really don't have an answer for you at this point in time.

Senator Potts: Thank you very much.

Provost Perreault addressed several CQ's

CQ: Why there was a decision to dissolve University College?

A: *I did meet with University College folks and explain my decision behind that. The general issue that I had was; that after looking over time I felt that University College had significant 'mission creep', and was no longer really fulfilling its original intent. I also wanted to refocus on first year and transfer students, rather than undeclared. We sort of lost focus where we can have the biggest impact and our retention and recruitment. And so through the restructure of University College and through some of the other restructures we've announced about Academic Affairs, we're saving about \$150,000 in administrative salaries and costs, which is not huge obviously, but that really wasn't the intent. It does free up some money to put resources directly where I think it will have the most impact on students, which is directly into student support. That is what a lot of the restructuring is, and that's why I decided to dissolve University College.*

CQ: Some people seem unconvinced by assurances so far that the University College elimination will cost no existing positions at all levels; could you elaborate?

A: *The truth is we need greater resources and student support, not fewer so people will move in their job descriptions, and may change some, and some of the expectations will change. So we are doing a lot of restructuring there, but certainly we do need more and not fewer.*

CQ: Has there been any discussion about consolidating schools?

A: *There's definitely been a lot of discussion. We determined at this time that is not a direction that I think we need to go, but in the future that might be a possibility. You know a lot of people see the numbers for the School of Education and say "well it no longer should exist as a school because the numbers are shrinking." I want to go on the record as saying that I think we hit the bottom, I think we're turning around and we're starting to see some signs of that already and so I do think that we will have a thriving and very busy School of Education in the near future.*

CQ: Question about commencement and some of the restructuring there?

A: *Commencement is Saturday May 13th. On Friday May 12th we will have the very first ever rehearsal/celebration for graduating students at three o'clock. That is meant to be a fun time, there will be pizza, and maybe some fermented beverage for those who are twenty one and over, they'll get a mug or some kind of thing. And there will also be a rehearsal for the students, not for faculty, with the graduating students. On Saturday then we have broken the ceremonies into schools; so at 9:00 a.m. The School of Education, School of the Professions and University College graduates, will graduate. At one 1 p.m. School of Arts and Humanities and School of Natural and Social Sciences. Then at 5:00 p.m. we'll have our graduate ceremony. There is an overflow room for families in Campbell Student Union Assembly Hall. They will have a live video*

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feed, and of course you can watch the video on our website, and there will be some light refreshments. I also would like to announce that we have commissioned our fine folks in Fashion to create some robes for faculty. For those you know if you've ever purchased Ph. D. robes in particular, they cost eight hundred bucks or more, so we've been collecting people's robes who've retired. You can wear my dad's Michigan Ph. D. if you want. We understand it's expensive and so we want to encourage faculty to go. So our fashion team is going to make us a bunch of Ph. D. robes. You have to buy your hood and a hat if you want that because we're not going to go through all that.

Senator Norfleet: I have heard that there are going to be a limited amount of tickets now in regards to previous years?

Provost Perreault: It has been reduced from last year, it was five, and now it's down to four. That's literally due to the restructuring first of all, and we're in violation of the Fire Marshall. So we don't want to have that, and it's the capacity of the gym. We've always had an overflow room that's been in Bulger before, but what we want to do is make it nicer this year so it's going to be in the Assembly Hall. There will be snacks and it will be decorated. That celebration before the night before graduation day should be really fun.

Senator McMillan Stated that if we have another long CQ period, where I know that we're going to have an hour of constituent questions, the one thing we can do is to call a separate meeting that will be a Senate meeting, but it will be open to the campus, and we will have all those questions.

Adjournment: 5:35 pm

APPENDICES

Appendix A

Academic Misconduct Motion-presented by Instruction & Research Committee for vote

Academic Misconduct motion

For the March 10, 2017 College Senate Meeting

The following motion is brought jointly by the College Senate Instruction and Research Committee and the College Senate Standards for Students Committee:

Whereas a process to assure academic integrity is required so that students acquire knowledge and skills honestly in the classroom, which will in turn help them succeed as they move into the workforce after college; and

Whereas Buffalo State has a strong commitment to ensuring quality learning experiences in which student work is evaluated fairly and hard work is recognized and valued; and

Whereas students must be consistently informed and educated about what defines academic misconduct and the possible consequences of engaging in academic misconduct at Buffalo State; and

Whereas faculty must be made aware of the policies and process that exist for dealing with allegations of academic misconduct in their classrooms; and

Whereas Buffalo State needs an effective system for identifying students who have been found to have engaged in academic misconduct on multiple occasions and to deal with those cases more forcefully; and

Whereas Buffalo State has a strong interest in being sure that student academic misconduct is addressed in a manner that is fair and equitable to students, ensures due process, and allows faculty members some discretion and latitude when dealing with instances of misconduct; so

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Therefore be it resolved that the following revision to the Academic Misconduct policy (DOPS VIII:04:00) be adopted by the administration; and

Be it further resolved that the College Senate recommends that the administration regularly communicate the definitions of academic misconduct, the possible consequences for engaging in academic misconduct, and the procedural requirements of our academic misconduct policies to both faculty and students, and that this communication to students should begin during orientation programs and continue regularly throughout their academic career.

Appendix B

Endnotes for APC-ICLO's-presented by the Academic Plan Committee-revisions made

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- ⁱ Assessment model: Miville-Guzman Universality-Diversity Scale (M-GUDS-S) (short form)
- ⁱⁱ Assessment models: Civic Engagement VALUE Rubric
<https://www.aacu.org/civic-engagement-value-rubric>
Socially Responsible Leadership Scale (SRLS-R2)
- ⁱⁱⁱ Assessment models: Quantitative Literacy VALUE Rubric
Information Literacy VALUE Rubric
See Northcote (2012)
http://research.avondale.edu.au/cgi/viewcontent.cgi?article=1038&context=edu_papers
Inquiry and Analysis VALUE Rubric
Problem Solving VALUE Rubric
<https://grantwiggins.files.wordpress.com/2012/02/creative.pdf>
Creative Thinking VALUE Rubric
- ^{iv} Assessment models: Ethical Reasoning VALUE Rubric
Defining Issues Test 2 (DIT-2)