



## General meeting

1. President call to order
2. Roll call by Secretary
  - o Quorum: Yes
3. Review and approval of meeting minutes from
  - o Motion to Approve Minutes: Laura Bartock
  - o Second: Stacey Mack
  - o Unanimously approved

## New Business

- 1) Dean Shannon - Graduate Student Bill of Rights Discussion
  - o Prevention of student and major professor conflicts, clearly defined expectations and responsibilities from both sides
  - o Comments on document:
    - Laura Bartock: hourly commitment in terms of professors abusing work hours. MP can act as an advocate if their student is being overworked in a fellowship that isn't supervised by their MP.
    - Dean Shannon would like to put a template together for this issue, but perhaps not in this document. Perhaps there should be a signed agreement/contract prior to starting the fellowship/research that lies out: rights to publishing, hours to be worked, etc.
    - Ely Margolis: In section 3.3 – communicating to set up meetings. Perhaps add a section that the MP must respond within a timely manner. “Meet regularly” needs to be defined.
  - Dean Shannon says this is an issue that must be addressed. Lack of timely responses is a major

- complaint for some select professors at ESF, and finds it unacceptable.
2. Scott Bergey: Section 4.4: Who decides that a student has consistently shown the inability to perform to expectations? Faculty?
    - Dean Shannon says this would depend on the exact circumstances, but would likely be some combination of Dept Chair and/or Steering Committee with OIGS as well.
  3. Dean Shannon: Graduate Student Policy Document will be published in the near future to address how students should handle various situations, such as conflict.
    - o Motion to officially endorse “Expectations and Responsibilities for Faculty Mentors and Graduate Students,” OIGS Policy Proposal 2014.1 : Peter Kwon (V5 (current version) of document attached to bottom of Minutes)
    - o Second: Laura Bartock
    - o Unanimously approved
2. Colin Bragg as SCME representative
    - o Motion to Approve Colin Bragg as SCME Rep: Laura Bartock
    - o Second: Stacey Mack
    - o Unanimously approved
  3. \$100 for gift cards that was unaccounted for
    - o \$50 from Professional Development
    - o \$50 from International Committee
    - o Motion to approve budget reallocation: Laura Bartock
    - o Second: Stacey Mack
    - o Unanimously approved
  4. Bike Safety Committee
    - o Alex Poisson is already serving this committee so he doesn't want to be a grad student rep.
    - o No graduate students willing at this time. Becky Meissner volunteered after this meeting, will be officially motioned next meeting.
  5. Chancellor's Award for Teaching and Adjunct Teaching GSA support (Eugene)
    - o Maximum of a week to get this done
    - o How do we want to do the Chancellor's Award this year?
      1. Laura Bartock: write in vote as an option – whoever gets the most nominations gets the award
    - o Adjunct Teaching support award
      1. Jay Wason: Benefits of this going through GSA?
      2. Scott: streamlines process for the committee.
    - o Ely Margolis: it wouldn't take long to put names of adjuncts on our site to endorse.

- Eligible Adjuncts:
  - Karen Conahan
  - Diane Kiernan
  - Jacqueline LaVie
  - Jocelyn Gavitt
  - Elizabeth Hogan
  - Martin Hogue
  - Thomas McGrath
  - Daniel Reeder
- Write in vote for Chancellor's award, vote on one of the eight adjuncts (list their names) on vote form.
- Motion to support the results of the online write in for excellence of teaching and drop down for eligible adjuncts: Laura Bartock
- Second: Stacey Mack
- Unanimously approved

#### 6. ESF Strategic Planning (Scott)

- Scott and PJ (USA President) have meeting with President Wheeler 9/29 to determine ways to get student input for Strategic Planning
- Deficit of \$1.8 million / year
- More reliant on state support than other SUNY campuses
- Increase undergraduate tuition to levels that Binghamton and Albany go by
- We need to come up with ideas on how to fix this deficit issue – the status quo is unacceptable
- Colin Bragg: Since we get so many titles in excellence, why doesn't NY recognize that and offer a way for us to receive more funding?
  - Eugene Law: This isn't a short term feasible option – we'd have to go through legislature.
- Allison Oakes: Can we patent our discoveries?
  - Scott: That's dependent on the research project's IP agreement, who funds it, etc. Almost definitely already accounted for.
- Emily: can we reach out to alumni?
  - Scott will address this at the meeting
- Eugene Law: if people need to be cut, it should be admin. staff in Bray Hall, NOT faculty.
- Grounds-keeping is also expensive and unsustainable
- Reduction of costs to SU? Keep SU services, but students willing to pay higher fee
- Ely: switch from using Blackboard to a free service? Dropbox, a local drive, Moodle, etc.
- Eugene: in regards to recruiting more out of state undergrads – there's already overcrowding on campus.
- Colin: make it more difficult for in-starters to get in

7. Prepare info to be released from GSA (Eileen)
  - Scott: We might want to make a committee to work on this and then have them report back to us.
  - Jay: Make it more clear that we have reps for each dept. that are available to you to ask questions
    1. Laura: Maybe the way to start is to just make an FAQ section and email these to Ely. Ely isn't opposed.
  - Budget
  - Summary report from previous year
  - Clarification about OIGS vs GSA travel grants
  - TG explanation
  
8. Advocacy function of GSA (Eileen)
  - Ask for transparency from the school about TA assignments
    - Which professors get funding for what, etc.
  - Department Reps email students and reiterate that they are point of contact for concerns
    - Emily: If there's a majority of classes that first year students are in, the department representative should probably introduce themselves
  - Department representatives now have to make themselves available via email for student issues

## Committee Updates

- 1) Committee Updates
  - a. Eileen will not be here for a month, October's events are already planned:
  - b. Social
    - i. Winery tour
    - ii. Pumpkin carving/apple picking
    - iii. Halloween TG
  - c. International
    - i. Movie night in Baker (Grand Budapest Hotel)
  - d. Travel and Grants
    - i. Call for grants is released

## Upcoming events

- . Winery Tour this Sunday

Motion to Adjourn: Laura Bartock  
Second: Stacey Mack  
Unanimously approved

## Attendance

### GSA Senate

1. Scott Bergey            President
2. Jonathan Masih Das    VP Grants and Awards
3. YunYun Bi              VP of International Activities
4. Stacey Mack    VP of Professional Development
5. Eileen Leon            VP of Social Activities
6. Forrest Baird            VP of Speakers and Presentations
7. Hayley Kopelson      Secretary
8. Alison Oakes          Treasurer
9. Ian McColl      SU GSO Representative
10. Keshav Sauba SU GSO Representative (absent with a proxy)
11. Leanna Kirschen –Environmental Studies Representative
12. Colin Bragg – SCME representation
13. Emily Handelmann    Landscape Architecture Representative
14. Xolile Maphanga      ERE Representative
15. Emma Putman – PBE representative
16. Veronica Gonzalez    FNRM Representative (I)
17. Becky Fuda    Environmental Forest Biology Representative (I)
18. Jay Wason      Environmental Forest Biology Representative (II)
19. Terra Rentz EFB(III) (absent)
20. Mirian Calderon      Environmental Science Representative (I)
21. Laura Bartock        Environmental Science Representative (II)
22. Rick Joseph    Chemistry Representative
23. Doug Morrison        Faculty Advisor
24. Eugene Law – Board of Trustees
25. Ely Margolis – Webmaster
26. Alex Poisson - USA representative (absent)

### Guests

Dean Scott Shannon

## **Expectations and Responsibilities for Faculty Mentors and Graduate Students**

### Proposed ESF Graduate School Policies and Procedures

## OIGS Policy Proposal 2014.1 – Graduate School Student-Mentor Compact

### **Proposed Policy**

Each graduate student, upon matriculation at ESF, shall review the Commitments and Responsibilities of Graduate Students and Faculty Mentors (listed below) published on the ESF Graduate School with their Major Professor. Each graduate student shall subsequently submit a signed copy of the ESF Graduate School Student-Mentor Compact (Form 1), with the endorsement of their Major Professor, to the Office of Instruction and Graduate Studies within 30 days of their initial matriculation into a graduate degree program.

#### **A. Commitments and Responsibilities of Graduate Students**

1. Graduate Students hold the primary responsibility for the success of their education and the completion of their degree. They shall be committed to their education and to maintaining the high quality of their work and demonstrate this by their efforts in the classroom, the laboratory, the studio, and in the field by maintaining a high level of professionalism, self-motivation, engagement, scientific curiosity, and ethical standards.
2. Graduate students shall work with their Major Professors to select and form steering committees (including filing the appropriate Form 2A with the graduate school) within the first year of their graduate programs.
3. Initiating and maintaining frequent and collegial communication with Major Professors and steering committee members is critical to a successful mentor-mentee relationship. Graduate students shall provide their mentors with updates on their progress at least once each semester (or more frequently as appropriate). Students shall be responsive to the advice and constructive criticism of their steering committee.
4. Graduate students typically identify their preferred Major Professor as a part of the admissions process. They have the right to change Major Professors if they can demonstrate a reasonable justification for doing so, such as making changes in educational or career direction, or finding that their Major Professor is consistently unable or unwilling to abide by the responsibilities and obligations noted herein. Students who choose to pursue a change in their Major Professor are responsible for identifying a new faculty member willing to serve in this role; neither the graduate school nor the college has an obligation to provide one, and if a new MP cannot be found, a student may be withdrawn from their program of study.

5. Graduate students shall work with their Major Professor and Steering committee members to develop their capstone, thesis, or dissertation projects including establishing a timeline for each phase of work.
6. Students are responsible for working with their steering committees to establish the “plan of study” (Form 3B) identifying all coursework, skill, and tool requirements to be met prior to conferral of their degree. This plan of study shall be completed within the first two semesters of study at the master’s level and within the first three semesters of study at the doctoral level.
7. Graduate students shall comply with both the letter and spirit of all Program, Department, Graduate School, and ESF institutional policies, including all safety, animal use, and human subject research policies.
8. Graduate students shall provide accurate and honest reporting of research results, and they shall stringently uphold ethical norms in research methodology and scholarship.
9. Graduate students holding assistantships are responsible for understanding and discussing the details of their appointments with their faculty supervisors including institutional policies on work hours, leaves, etc., as well as the specific demands and duties of their individual appointment.
10. Graduate students shall, as early in their academic program as possible, discuss college and departmental policies, as well as individual faculty preferences and practices concerning data ownership, intellectual property, authorship, and attendance/representation at professional meetings with their Major Professor. Graduate students should come to a clear understanding of these issues and potentially secure a written agreement with their Major Professor summarizing their collective expectations and understanding in conjunction with Graduate School Academic Compact (Form 1).
11. Graduate students working in laboratory based disciplines shall maintain a detailed, organized, and accurate record of their research as directed by their Major Professor. The original notes and research data are the property of SUNY ESF, and shall be regularly submitted to the Major Professor, but students may maintain their own copies.
12. Graduate students shall work to be good citizens within their labs, studios, and field stations. Students shall take part in shared responsibilities and use collective resources carefully and frugally, and they shall share in maintaining a clean and safe workplace. Students shall also be respectful of, tolerant of, and work collegially with all student colleagues and college personnel.
13. Graduate Students shall agree, upon entering into a mentoring relationship with an ESF faculty member, to adhere to the commitments and responsibilities noted herein by endorsing a copy of the Graduate School Student-Mentor Compact (Form 1).

**B. Commitments and Responsibilities of Faculty Mentors**

1. As role models for graduate students, faculty shall maintain the highest standards of professionalism, ethical conduct, and collegiality, respecting and embracing the contributions of students, staff, and faculty colleagues.
2. Faculty shall strive to nurture both the intellectual and the personal development of graduate students by committing to fostering academic excellence, exemplary professionalism, cultural



sensitivity, and a commitment to competence through life-long learning. They shall be supportive, equitable, accessible, encouraging, and respectful, and they shall foster professional confidence and encourage critical thinking, skepticism, and creativity. They shall aim to provide for every graduate student under their supervision an environment that is intellectually stimulating, emotionally supportive, safe, and free of harassment.

3. Faculty shall respect and encourage the chosen career paths of graduate students, including their choice of mentors.
4. Faculty select and accept individual mentees as part of the admissions process. After a student is admitted to the graduate school, the Major Professor is bound by the responsibilities noted herein for appropriately mentoring each of their accepted advisees. Faculty may withdraw from this relationship only when a student has consistently demonstrated their inability or unwillingness to abide by the responsibilities and obligations noted herein.
5. Faculty shall do their utmost to provide regular, timely, and constructive feedback to graduate students under their mentorship, and they shall encourage the same from colleagues serving on graduate steering committees. Faculty shall also be responsive to their student's queries to meet, critique their work, or answer general questions.
6. Faculty shall be knowledgeable about, and guide the graduate student through, the requirements and deadlines their graduate programs as well as those of the Graduate School.
7. Faculty shall encourage and provide graduate students with opportunities for progressive responsibility for the conduct of teaching, research, design, and other duties as appropriate to the student's discipline and their desired career path. They shall further encourage the training of the graduate student in additional skills needed for success, such as oral and written communication skills, grant writing, lab management, animal and human research policies, the ethical conduct of research, and scientific professionalism
8. Faculty shall encourage graduate student participation in disciplinary meetings, conferences, seminars, and other extra-curricular learning experiences. They shall ensure that students have sufficient time and latitude to pursue independent, self-directed learning essential for acquiring the knowledge, skills, attitudes, and behaviors required for successful practice.
9. Faculty shall recognize and respect the financial vulnerability of graduate students; they shall not take advantage of this vulnerability to promote their own research and scholarship agendas, nor shall they obstruct or delay the academic progress of a student to maintain an employment relationship not serving the best interests of the student.
10. Faculty shall discuss authorship policies with their graduate students and acknowledge their intellectual contributions to work in the laboratory, the field, and the studio. Faculty should further strive to work with their graduate students to publish their work in a timely manner prior to, and if necessary, after the student's graduation.
11. Faculty shall agree, upon entering into a mentoring relationship with a graduate student, to adhere to the commitments and responsibilities noted herein by endorsing a copy of the Graduate School Student-Mentor Compact (Form 1).

**Form 1**

State University of New York  
College of Environmental Science and Forestry  
Office of Instruction & Graduate Studies

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## Graduate School Student –Mentor Compact

Student: [click here to enter name.](#)

Date: [enter date](#)

Department: [click here to enter department.](#)

Area of Study: [click here to enter area of study](#)

Student Name: [click here to enter name.](#)

Major Professor: [click here to enter name.](#)

### **A. Student Certification of Commitment**

I certify that I have read and understand the attached *Rights and Responsibilities of Graduate Students and Faculty Mentors* and that I have reviewed these rights and responsibilities with my Major Professor. I acknowledge that I have the primary responsibility for the successful completion of my degree. I will seek guidance from my Major Professor, career counseling services, thesis/dissertation committee, other advisors and mentors, and any other resources available for advice on career plans.

Certified by:

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Student

### **B. Major Professor Certification of Commitment**

I certify that I have read and understand the attached Rights and Responsibilities of Faculty Mentors and that I have reviewed these rights and responsibilities with my graduate student. I recognize that by accepting a student in my laboratory/studio/research group and serving as a mentor, I accept the responsibilities and commitments expressed and implied herein.

Certified by:

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Major Professor

cc: Department Chair/Graduate Coordinator  
Major Professor  
Dean of the Graduate School  
Student  
Registrar

Revised: 8.8.2014