UFS Fall Plenary
October 8, 2021

Agenda

Provost's Report

- General Education Policy Revision

    o Seamless Transfer Policy

- Preliminary Enrollment Fall 2021

    o Faculty Innovations

- Provost Priorities for Fall 2021

Proposed General Education Framework to SUNY Trustees (9/29/21)

We Started with a Review of the Process to Date

- **Phase I: Research**
  - Led by Faculty Governance
  - Committees produced White Paper and Green Paper to prepare for Phase II

- **Phase II: Policy Development**
  - Led by Shared Governance Committee: General Education Advisory Committee (GEAC)
  - Developed draft framework
  - Distributed university-wide report for comments on March 22, 2021
  - Comments reviewed and framework updated in collaboration with faculty governance
  - Updated framework and draft guidance distributed university wide on 9/8/21

- **Phase III: Implementation**
  - SUNY Trustee Approval; Final framework and guidance to be issued
  - Implementation led by campus shared governance processes
  - Implementation for students entering fall 2023
    - Timeline extended from fall 2022 based on campus feedback

Proposed General Education Framework to SUNY Trustees (9/29/21)

- The September update to the SUNY Trustees was significant; formal adoption will be recommended at the next meeting in November

- Stan Litow, Chair of Academic Affairs, provided some comments before the Provost's Report

  o Faculty governance involvement at every step

  o Work grounded in and informed by study of SUNY data and national research

  o Responsiveness to feedback from the Open Comment period

    ➢ All comments carefully reviewed, coded and synthesized by Provost Office staff

    ➢ Conversations with Chief Diversity Officers

    ➢ Synthesized summaries and all individual comments shared with faculty governance leaders (Thanks to UFS President Keith Landa and FCCC President Christy Woods (Fogal))

    ➢ Provost Office staff and faculty governance leaders collaboratively drafted iterations of framework to address comments and achieve consensus on solutions

Proposed General Education Framework to SUNY Trustees (9/29/21)

- Key Open Comment Period Requests & Responses:

  - That draft implementation guidance be drafted and shared — Done.

  - Requests to extend the implementation timeline; it was extended by one year — Done.

  - Review extensive feedback on refining and clarifying the new diversity requirement. With the help of a newly created workgroup – led by UFS Presidents — Done.

  - Clarity around history and global awareness requirements — Done.

  - Streamlining Knowledge Areas and Competencies — Done.

  - Further fine-tuning of learning outcomes and streamlining of proposed knowledge and skills areas and core competencies — Done.

Proposed New SUNY General Education Requirements

- The new framework includes 10 knowledge and skill areas, with 4 required (vs. 2) for all bachelor's candidates and associate degree candidates in AA and AS degree programs. Also required are 2 refined core competencies.

Knowledge and Skill Areas (a minimum of 7 of 10 are required)
The following four must be included in the 7:
- Communication – written and oral
- Diversity: Equity, Inclusion, and Social Justice*
- Mathematics (and quantitative reasoning)
- Natural Sciences (and scientific reasoning)

A minimum of three of the following six are required:
- Humanities
- Social Sciences
- The Arts
- US History and Civic Engagement*
- World History and Global Awareness*
- World Languages

Required Core Competencies:
- Critical Thinking and Reasoning
- Information Management

- The new framework expands general education to AAS and AOS degree candidates

*Indicates a new category

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Summary of Changes

Current SUNY-GER	CHANGES	New SUNY-GER
Basic Communication*	UPDATED	Communication - written and oral*
n/a	NEW	Diversity: Equity, Inclusion, and Social Justice*
Mathematics*	UPDATED	Mathematics (and Quantitative Reasoning)*
Natural Sciences	UPDATED	Natural Sciences (and Scientific Reasoning)*
Humanities	UPDATED	Humanities
Social Science	UPDATED	Social Sciences
The Arts	UPDATED	The Arts
American History	NEW	U.S. History and Civic Engagement
Western Civilization	NEW	World History and Global Awareness
Other World Civilization		
Foreign Language	UPDATED	World Languages
Critical Thinking*	UPDATED	Critical Thinking and Reasoning*
Information Management*	UPDATED	Information Literacy*

Knowledge Categories (left side label for upper rows)
Competencies (left side label for lower rows)

Required

Framework Set for Trustees

Accepting Campus Comment on Implementation Guidance through 10/22

File Name: Implementation Guidance for SUNY General Education_draft 9_8_2021_for Campus Comment.pdf

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M E M O R A N D U M

Date: September 8, 2021

From: Shadi Shahedipour-Sandvik, Provost-in-Charge

Subject: Campus Review of draft *Implementation Guidance for SUNY General Education*

To: SUNY Chief Academic Officers

Attached please find preliminary draft *Implementation Guidance for SUNY General Education* for campus review and comment. This draft guidance addresses many of the questions and suggestions we received during the previous comment period on the General Education Advisory Committee's (GEAC) initial report and recommendations.

Campus feedback on this preliminary draft implementation guidance—including the draft guidance for each category of Knowledge and Skills, and Core Competencies (see Appendix I)—is critical as we work together to prepare for Phase III Implementation of revised SUNY General Education policy. To that end, and to help facilitate timely and representative feedback through local shared governance, I am asking each Chief Academic Officer to coordinate a single response for their campus. Importantly, campus feedback will help shape the Memorandum to Presidents (MTP) that will follow the SUNY Board of Trustees' formal consideration of the SUNY General Education Framework later this fall.

Chief Academic Officers should submit their campus' feedback to Provost@suny.edu by October 8, 2021.

Attachment

Copy: President, University Faculty Senate
President, Faculty Council of Community Colleges
President, Student Assembly
President, SUNY Registrars Association

Implementation Guidance for SUNY General Education (Draft 9/8/2021)

A. SUNY General Education Framework and Campus General Education Program(s).

A campus shall have one or more general education program(s) consistent with the requirements of the SUNY General Education Framework (see Appendix I. *SUNY General Education Framework*). Each such program shall enable graduates of SUNY undergraduate degree programs to meet the required SUNY-GE Framework knowledge and skills areas, and core competencies.

i. **SUNY-GE courses.** Campuses shall be responsible for reviewing and approving SUNY General Education courses.[1] SUNY System Administration will provide implementation guidance and support, including maintaining the University's database of approved SUNY-GE courses, both current and historic, but will no longer review individual campus courses for approval. Each campus shall have a faculty review process for adding, deactivating, or revising SUNY-GE courses and updating their official list of approved SUNY-GE courses. Each such course shall be aligned with the SUNY-GE Framework student learning outcomes for the SUNY-GE category (or categories).

ii. **Syllabi for SUNY-GE courses.** In keeping with good practice and the expectations of the Middle States Commission on Higher Education and SUNY, the campus will ensure syllabi for SUNY-GE courses make clear the SUNY-GE student learning outcomes are covered.

iii. **Lower-division Courses.** In both associate- and baccalaureate-degree programs, SUNY General Education helps prepare students for upper-division study across the liberal arts and in the major. Consistent with SUNY's commitment to seamless transfer and student completion and success, the campus must ensure that students are able to complete the SUNY-GE requirements within the first 60 credits of all associate- and baccalaureate-degree programs.

iv. **Advanced or Upper-division Courses.** To promote seamless transfer and timely degree completion, the campus is encouraged to complement and build on student academic preparation and prior learning by offering courses that further enrich knowledge and exercise skills. Such courses that achieve the relevant student learning outcomes may help students who transfer from non-SUNY institutions.

v. **Review of Undergraduate Degree Programs.** The campus shall review all undergraduate degree programs, to determine consistency with the SUNY-GE Framework and revise programs accordingly.

vi. **Student Waivers or Equivalencies.** Where appropriate, in accordance with SUNY-wide and local campus academic policies, the campus shall afford students opportunity to obtain a waiver or equivalency for a SUNY-GE area by demonstrating college-level proficiency in the student learning outcomes for that area. Waivers may also be granted as a reasonable accommodation for a learning or other disability.

vii. **Programmatic Waivers.** The campus may seek a waiver of the minimum number SUNY-GE knowledge and skills areas (as specified in section B below) and/or maximum credits of a degree-level for a specific academic program in cases where the program's curriculum is governed by external standards such as specialized accreditation. Note: The required areas of *Communication*—

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[1] *Once approved, SUNY-GE courses shall not be removed from the database of approved SUNY-GE courses, unless the student learning outcomes have changed and the course no longer meets the category for which it was approved and/or the course is no longer offered. In such cases, the course must remain on the list of approved SUNY-GE courses for historical record, so that students who have completed the course in the past will continue to get credit for the category.*

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New Framework Highlights: Diversity Working Group

- Activities: The group held two virtual meetings on August 3 and 6, 2021.

  - The first was to review the materials and to brainstorm ideas on category titles and potential student learning outcomes.

  - The second meeting focused on review of material produced between meetings where committee members drafted suggestions for titles and student learning outcomes.

  - Some supplemental collaboration in a shared online document was used to finalize suggested wording for the title and student learning outcomes.

- The proposed category title is **Diversity: Equity, Inclusion, and Social Justice**. This is an elaboration of the original GEAC proposed title better indicating the critical components of the category.

- Proposed draft learning outcomes reflect submitted comments and are consistent with assessment best practices.

- The work was done on an extremely aggressive timeline and the group worked diligently under the leadership of the co-chairs. The work was comprehensive and grounded in the theory and practice of the discipline.

Diversity Requirement Overview

I.   **Label:** Diversity: Equity, Inclusion, and Social Justice

II.   **Student Learning Outcomes**

Students will:

o describe the historical and contemporary societal factors that shape the development of individual and group identity involving race, class, and gender;

o analyze the role that complex networks of social structures and systems play in the creation and perpetuation of the dynamics of power, privilege, oppression, and opportunity; and

o apply the principles of rights, access, equity, and autonomous participation to past, current, or future social justice action.

III.   **Guidance (draft)**

o *SUNY System Administration will work with campuses to ensure that faculty have the training and resources to support the teaching and learning needs in this category.*

The SUNY Diversity Working Group

Co-Chairs

Dr. Keith Landa, President, University Faculty Senate, Purchase College
Ms. Christy Woods (Fogal), President, Faculty Council of Community Colleges, Monroe Community

Members

Dr. Seth N. Asumah, Distinguished Teaching Professor; Professor of Political Science; Chairperson, Africana Studies Department, SUNY Cortland
Dr. Kristopher Baker, Professor of Biology, Rockland Community College
Dr. Jennifer Hildebrand, Chair, UFS Academic Affairs Committee, Ethnic Studies program coordinator, SUNY Fredonia
Dr. Rodmon King, Chief Diversity & Inclusion Officer, SUNY Oswego; Deputy Chief Diversity Officer, SUNY System Administration
Dr. Daniel Knox, Assistant Provost for Academic Planning & Student Success, SUNY System Administration
Dr. Deborah Moeckel, Assistant Provost for Assessment & Community College Education, SUNY System Administration
Dr. Duncan Quarless, Provost and Senior Vice President, SUNY Old Westbury
Dr. Paul Reifenheiser, Provost and Vice President of Academic Affairs, Tompkins Cortland Community College
Dr. Jacqueline Snyder, Associate Dean of Academic Affairs, Fulton-Montgomery Community College
Ms. Candice Vacin, Professor of Psychology, Genesee Community College

Key Innovations of the New SUNY GE Framework

- Expanding the general education requirement to all undergraduate degree programs, including applied associate degrees.

- Addition of Natural Sciences (and Scientific Reasoning) requirement for all undergraduate degree students

- Addition of Diversity requirement for all undergraduate degree

- Global Awareness, now coupled with World History

- Civic Engagement, now coupled with US history

- Updated core competencies in Critical Thinking and Reasoning; and Information Literacy.

The New SUNY GE Framework Sets a Foundation

- The new framework is the foundation, the minimum requirement

- Campuses have the ability to add to this foundation in ways that specifically address their mission and community

- The *Draft Implementation Guidance* specifically addresses:

  o Local review and approval processes

  o Adherence to the adopted new framework

  o Steps necessary to maintain seamless transfer

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Updated Timeline & Next Steps

Phase III: Implementation (Campus Led)

September 2021	November 2021	December 2021	Fall 2023
• Distribution of final framework • Call for comments on draft guidance **(due October 22, 2021)**	• Board of Trustees considers SUNY GE policy for approval • Collect and analyze campus feedback on draft guidance in consultation with Governance Leaders	• Final guidance distributed to campuses (MTP)	• Campus implementation

General Education and Seamless Transfer

SUNY's General Education rests on the following guiding principles:

4. SUNY GE **supports seamless transfer** of students between and among SUNY institutions; it ensures consistency in expected learning outcomes while enabling individual campuses to develop unique signature features, including their respective array of educational offerings and pedagogical approaches.

Note that student learning outcomes for each category are intentionally broad, to ensure seamless transfer as well as faculty flexibility.

Consistent with SUNY's commitment to seamless transfer and student completion and success, campuses must ensure that students can complete the SUNY GE requirements within the first 60 credits of all AA-, AS-, and baccalaureate-degree programs.

High Level Percent Changes:
Official Fall 2019 (pre-COVID) to Preliminary Fall 2021 and Fall 2020 to Preliminary Fall 2021
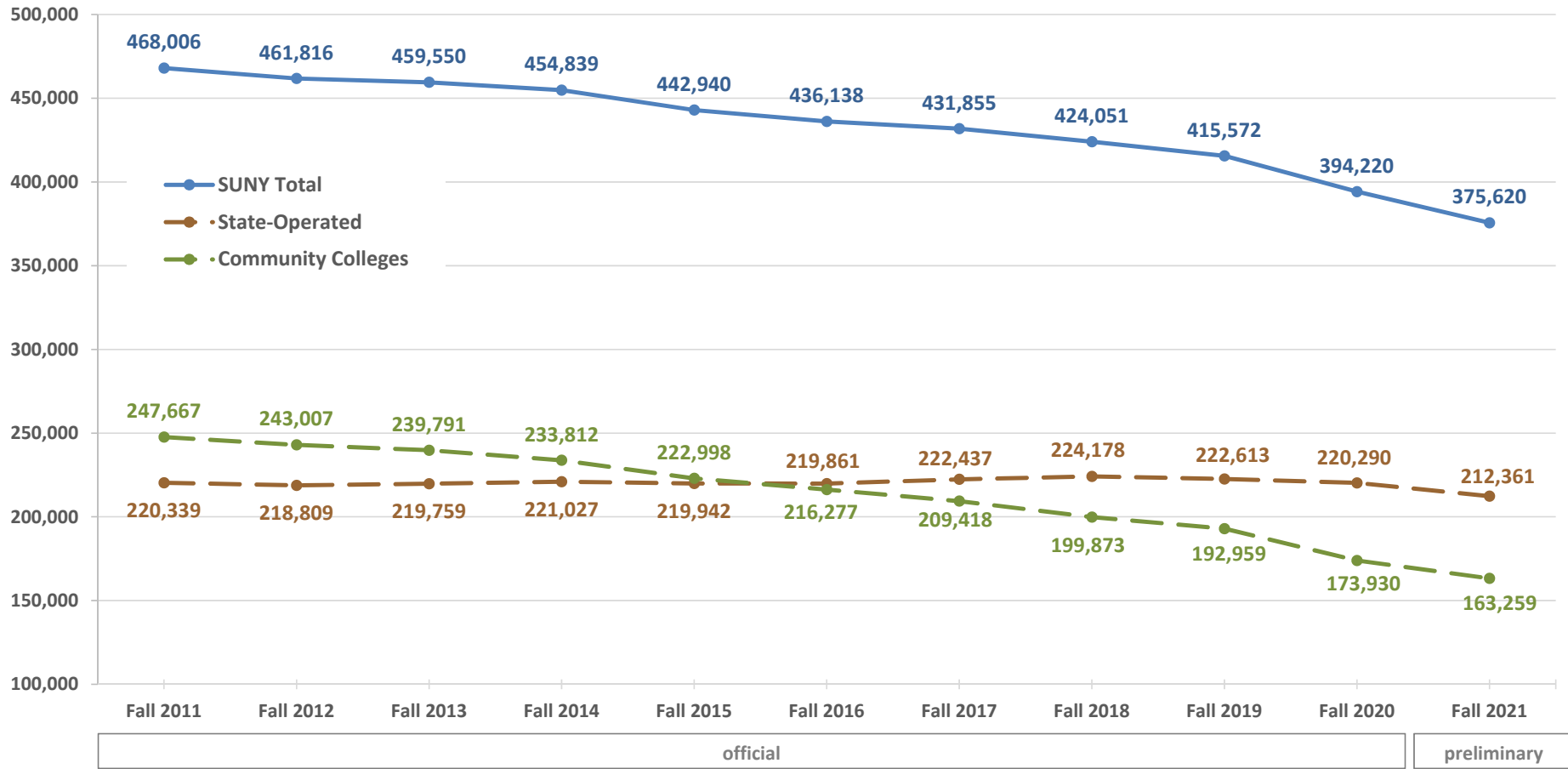### (as of September 9, 2021)

TOTAL ENROLLMENT Percent Change from Official Fall 2020 to Preliminary Fall 2021	
SUNY-wide	-4.7%
State-operated	-3.6%
Doctoral	+0.2%
Comprehensive	-7.7%
Technology	-7.4%
Community Colleges	-6.1%

TOTAL ENROLLMENT Percent Change from pre-COVID Official Fall 2019 to Preliminary Fall 2021	
SUNY-wide	-10.0%
State-operated	-4.6%
Doctoral	+1.0%
Comprehensive	-10.5%
Technology	-9.8%
Community Colleges	-15.4%

SUNY Overall Enrollment Trend: Official F11-F20 and Preliminary F21
(includes FT and PT, Undergraduate and Graduate)

Legend:
- SUNY Total
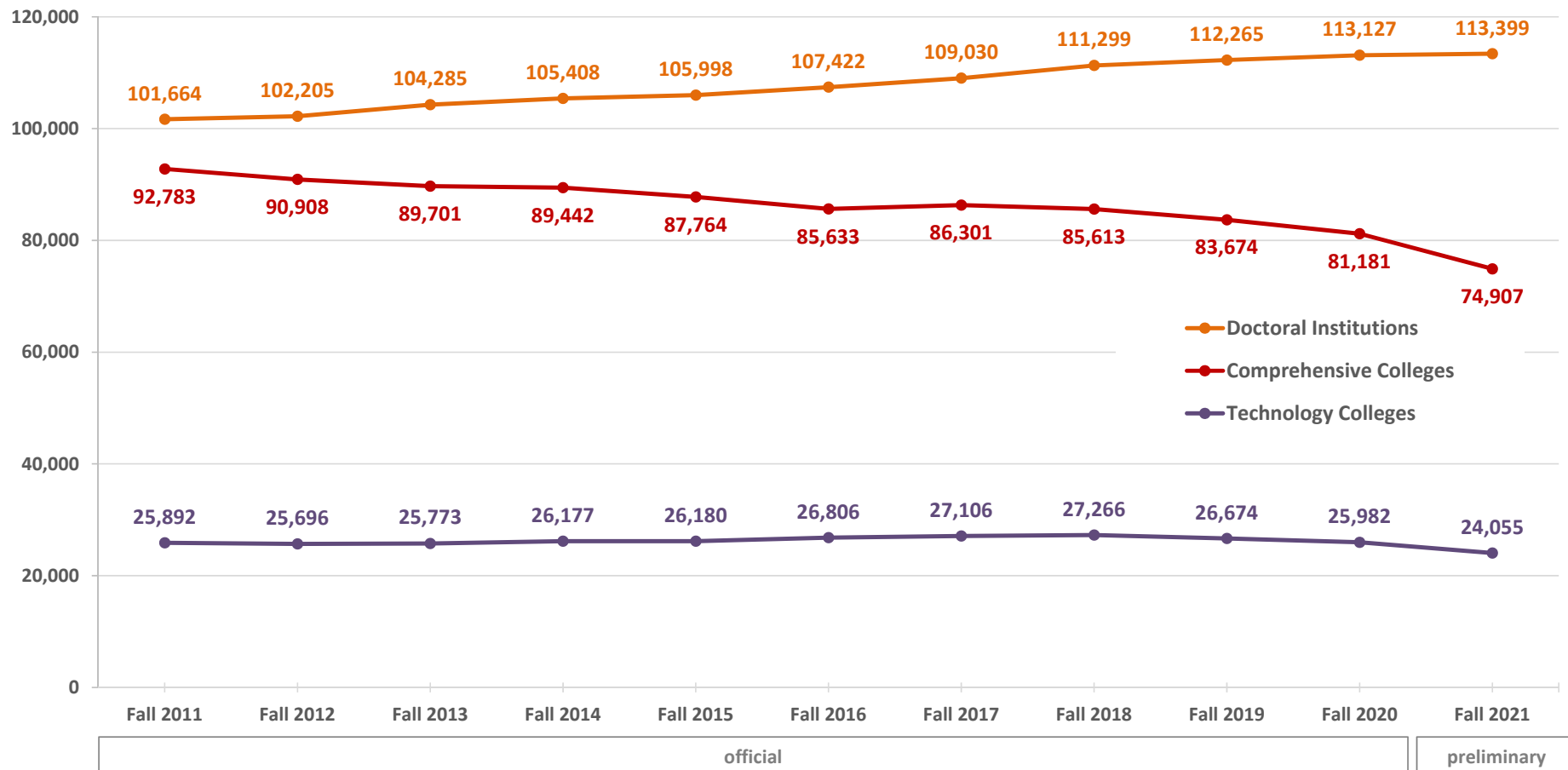- State-Operated
- Community Colleges

SUNY Total:
- Fall 2011: 468,006
- Fall 2012: 461,816
- Fall 2013: 459,550
- Fall 2014: 454,839
- Fall 2015: 442,940
- Fall 2016: 436,138
- Fall 2017: 431,855
- Fall 2018: 424,051
- Fall 2019: 415,572
- Fall 2020: 394,220
- Fall 2021: 375,620

Community Colleges:
- Fall 2011: 247,667
- Fall 2012: 243,007
- Fall 2013: 239,791
- Fall 2014: 233,812
- Fall 2015: 222,998
- Fall 2016: 216,277
- Fall 2017: 209,418
- Fall 2018: 199,873
- Fall 2019: 192,959
- Fall 2020: 173,930
- Fall 2021: 163,259

State-Operated:
- Fall 2011: 220,339
- Fall 2012: 218,809
- Fall 2013: 219,759
- Fall 2014: 221,027
- Fall 2015: 219,942
- Fall 2016: 219,861
- Fall 2017: 222,437
- Fall 2018: 224,178
- Fall 2019: 222,613
- Fall 2020: 220,290
- Fall 2021: 212,361

official

preliminary

SUNY State-Operated Enrollment by Sector: Official F11-F20 and Preliminary F21
(includes FT and PT, Undergraduate and Graduate)

Doctoral Institutions: 101,664 (Fall 2011), 102,205 (Fall 2012), 104,285 (Fall 2013), 105,408 (Fall 2014), 105,998 (Fall 2015), 107,422 (Fall 2016), 109,030 (Fall 2017), 111,299 (Fall 2018), 112,265 (Fall 2019), 113,127 (Fall 2020), 113,399 (Fall 2021)

Comprehensive Colleges: 92,783 (Fall 2011), 90,908 (Fall 2012), 89,701 (Fall 2013), 89,442 (Fall 2014), 87,764 (Fall 2015), 85,633 (Fall 2016), 86,301 (Fall 2017), 85,613 (Fall 2018), 83,674 (Fall 2019), 81,181 (Fall 2020), 74,907 (Fall 2021)

Technology Colleges: 25,892 (Fall 2011), 25,696 (Fall 2012), 25,773 (Fall 2013), 26,177 (Fall 2014), 26,180 (Fall 2015), 26,806 (Fall 2016), 27,106 (Fall 2017), 27,266 (Fall 2018), 26,674 (Fall 2019), 25,982 (Fall 2020), 24,055 (Fall 2021)

official | preliminary

Changing Population of New York State

The number of college-aged students 18-24 years is declining.

New York
18-24

2029
• Total: 1 721 068
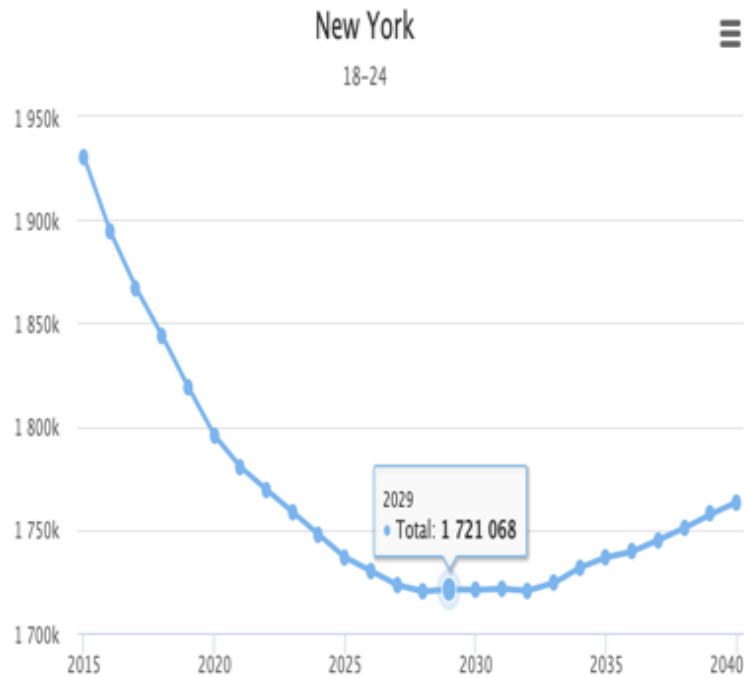
The adult market of lifelong learners 24-44 years rises through 2025.

New York
25-44

https://pad.human.cornell.edu/index.cfm

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New Branding and Media Campaign
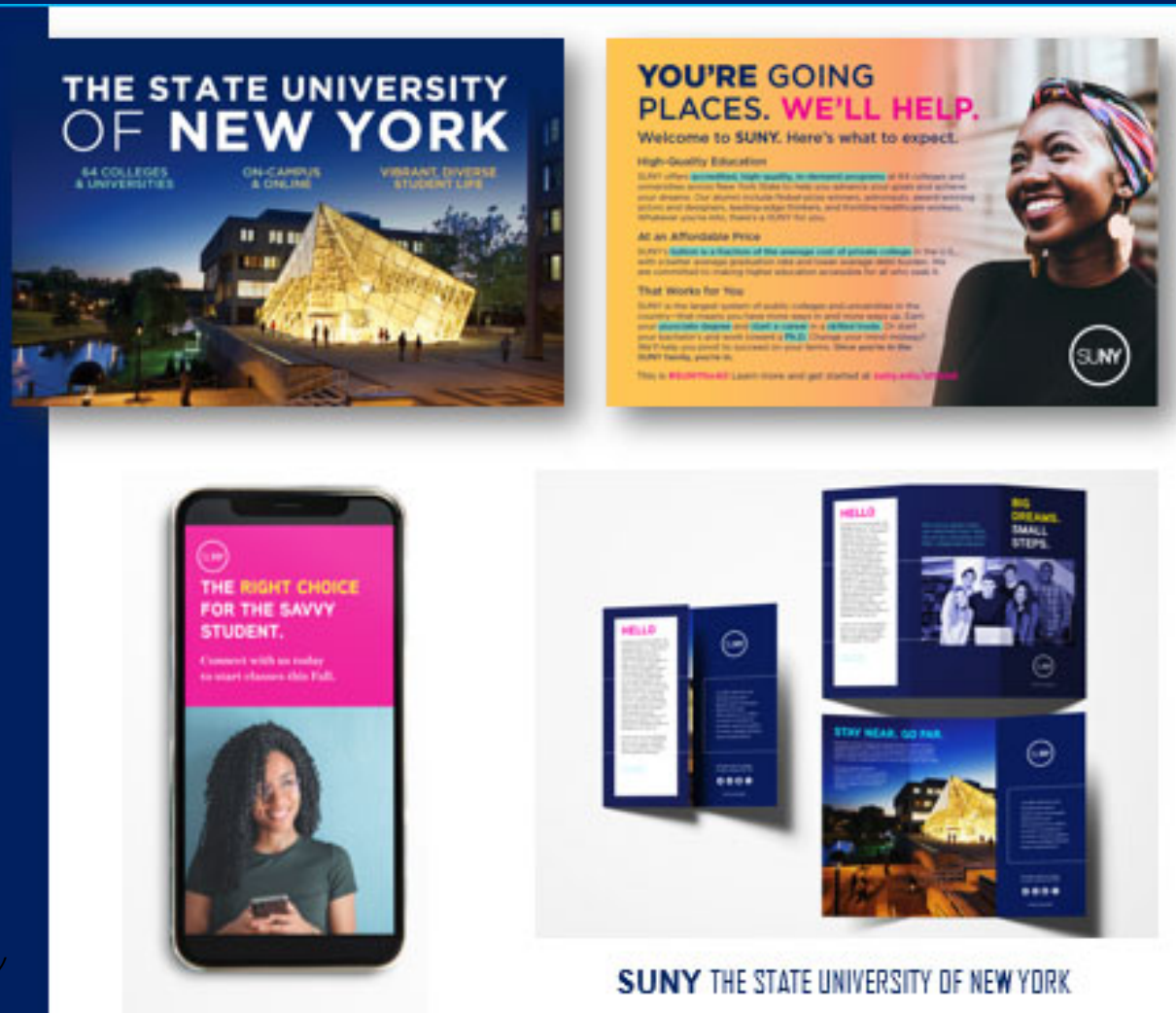
New Branding and Media Campaign

https://youtu.be/h61VmvitazQ

New Branding and Media Campaign

Faculty Innovation

- Fall 2021: 367 Micro-Credentials Offered Across 27 Campuses

- All Comply With SUNY Policy

- All Developed through Faculty Governance Approved Processes

https://evolllution.com/programming/credentials/defining-a-role-for-high-quality-microcredentials-in-higher-education/

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TUESDAY, OCTOBER 5, 2021

CREDENTIALS

Defining a Role for High-Quality Microcredentials in Higher Education

CYNTHIA PROCTOR
DIRECTOR OF COMMUNICATIONS AND ACADEMIC POLICY DEVELOPMENT, PROVOST'S OFFICE, SUNY SYSTEM ADMINISTRATION

SUNY's Unique Policy-Driven Program Continues to Grow

This semester, the State University of New York (SUNY) is offering nearly 400 microcredentials in over 60 disciplinary areas across 27 of its 64 campuses. Host campuses are as diverse as the SUNY system itself and include community colleges, technology colleges, comprehensive colleges and doctoral degree-granting institutions including a health science center, a college of optometry, and three R1 research institutions. Taught by SUNY faculty, providing students access to campus academic supports and resources, SUNY's model highlights a niche for higher education in this space.

Developed in alignment with a ground-breaking SUNY-wide policy, SUNY microcredentials are both for-credit (65%) and non-credit (35%), can be offered online, on campus, or on the job site. Each microcredential is designed to have standalone value and whenever possible to also stack together with other microcredentials and/or directly to initial or advanced certificates or degrees (current offerings stack to the associate, bachelor's, master's, PhD, DDS, OD, and MD). Three, 3-credit courses, is the most common format but there are microcredentials that consist of two or three courses and an applied learning experience, a sequence of microcredentials leading to one or more industry certifications or to a full degree, non-credit programs and on-site bootcamps with student supports, and more. SUNY microcredentials motivate existing students to persist and help them distinguish themselves in a competitive job market; provide professional development to alumni and professionals across an array of positions and industries; build a pipeline of skilled employees in emerging fields; and, upskill and retrain incumbent workers and those unemployed or underemployed because of the pandemic.

A small sampling of titles ranges from Tableau basics and data modeling in Excel to applied creative thinking and problem solving; from precision agriculture tech to supply chain priorities; from child advocacy and communications strategies for

Faculty Innovation

- Micro-Credential Connection to Enrollment

"The micro-credential in Applied Creativity and Problem Solving [at Buffalo State College] gave me a way to put my big toe in the water and see if I would be interested in doing more. This new program lowered the barriers of cost and distance, thereby enabling me to study creativity from the world-renowned Creativity and Change Leadership Department at Buffalo State [as an out-of-state student].

Joe Silva, "After high school, I wanted to go to college, but I didn't know what I wanted to do yet," he explains. He received the Web Applicator Developer micro-credential from SUNY Ulster and is now in his last semester of the Computer Science Associates degree. Currently working as a contractor, the certification has made him more certain he wants a career as something like a back-end developer instead.

Jon Rhea's Mobile Application Developer micro-credential helped cement his interest in computer science too. The 20-year-old now has an associate degree in computer science from SUNY Ulster and is about to begin a bachelor's in the same at the University of Albany. "I think it's great that the micro-credentials can be added to your LinkedIn profile too, as a way to show employers proof of knowledge," he adds.

https://www.chronogram.com/hudsonvalley/course-of-action/Content?oid=13710054

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Faculty Innovation

- Cross Campus Collaboration in a Particular Area

  o Just last week, SUNY issued a faculty-developed position paper demonstrating how SUNY—across every sector of campuses—can support the semiconductor industry through research, manufacturing, and workforce development

- Students want to be engaged in solving real-world problems

  o Current supply issues for semiconductor chips that support cars, cell phones, and electronic devices will only increase demand in the decades to come

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SUPPORTING THE FUTURE OF US-BASED SEMICONDUCTOR MANUFACTURING:

Innovation, Technology Development & Translation, and Workforce Enablement

Draft finalized September 2021

AUTHORS:

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The State University of New York

With acknowledgments to Cynthia Proctor, Marianne Hassan, Robyn Diaz, and SUNY's Semiconductor Microelectronic Industry partners for their contributions.
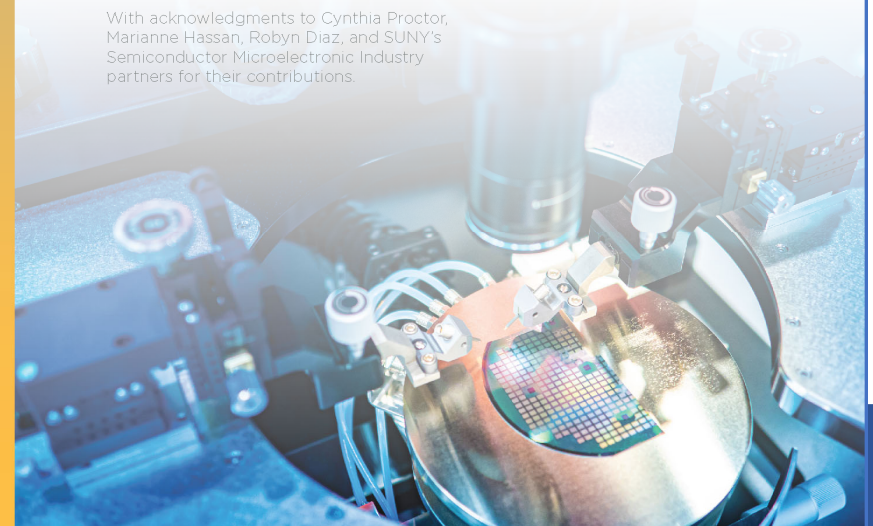
Provost Priorities for Fall 2021

- General Education Policy Revision: BOT resolution in November 2021

- General Education Implementation Guidance: Dec '21/Jan '22

- Connection between General Education and Seamless Transfer

- Enrollment Management: Implement multiple strategies to boost enrollment

- Academic Credit by Evaluation (aka PLA): BOT introduction Nov/Dec

- Test Optional Study with RIG: Nov 2021

- DLE (unified digital learning environment) planning and implementation

Questions and Discussion