

# Provost Briefing UFS

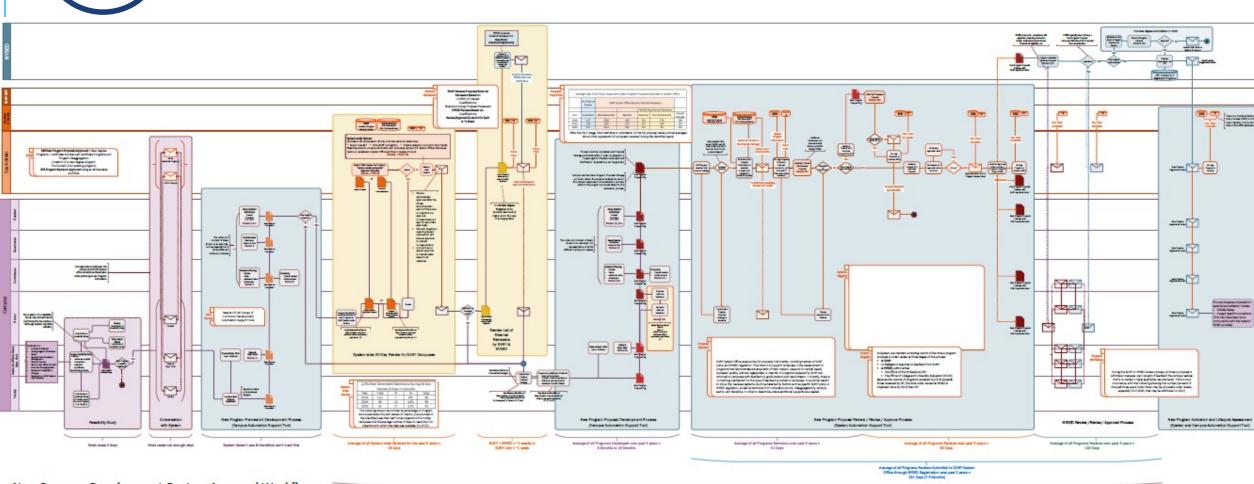
# October 21, 2022



# **Provost Initiatives for Fall 2022**

- Academic Program Review Process
- General Education
  - Diversity: Equity, Inclusion, and Social Justice (DEISJ)
- Digital Learning Environment (DLE)
- Award of Credit by Evaluation

#### **SUNY** THE STATE UNIVERSITY OF NEW YORK



**Academic Program Development and Registration** 

**Process Overview: Detailed Illustration** 

New Program Development-Review-Approval Workflow

SUNY

Average of all New Programs from Annuantamentality the Campus Drawing Sorders by 5200 Series Office to 57000 Residentiation over and 3 meters

# Academic Program Development and Registration Process Changes

#### **Procedural Adjustments**

- **Program Announcements**: Reduce time to approval for approximately 90% of announcements
- External Evaluation: Eliminate need for SUNY pre-approval of external evaluators in most instances and eliminate requirement of submission of external evaluation report and campus response for baccalaureate programs (typically, this process is not applicable to associate degree programs)
- **Certificate Programs**: SUNY will review only for proposed program title and classification codes (HEGIS and CIP)

#### **Technology Solution**

• Kulai for program proposal forms and workflow, to increase efficiency and accuracy and support more robust data capture for subsequent analysis



## **General Education Framework (suny.edu/ge)**

https://system.suny.edu/academic-affairs/acaproplan/general-education/suny-ge/

<u>Milestones</u>

- Policy: November 2021
- Memorandum to Presidents: December 2021
- Implementation:
  - A.A., A.S., and all Baccalaureate Fall 2023 (new, first-time students)
  - A.A.S. and A.O.S. Fall 2024 (new, first-time students)

#### Major Shifts

- Two new required knowledge and skills categories of Natural Sciences (and Scientific Reasoning) and Diversity: Equity, Inclusion, and Social Justice
- Inclusion of A.A.S. and A.O.S. degrees
- Adjustments of previously existing category titles and/or student learning outcomes (e.g., from Foreign Language to World Languages; Other World Civilizations to World History and Global Awareness)
- SUNY will no longer approve courses for general education, but instead campuses will continue to enact their on-campus review and approval process and only submit to SUNY for recording purposes

#### Further Guidance

- FCCC/UFS/SCOA Faculty-to-Faculty Guidance regarding DEISJ Course Approval and Assessment
- MTP Update to be distributed for campus feedback and then finalized for publication



# Diversity: Equity, Inclusion, and Social Justice (DEISJ)

Framing Lan The DEISJ ru Faculty Sena institutions shared via th This rubric is

The outcom

*Outcomes:* Students wi

#### Faculty-to-Faculty Resources Developed:

- <u>Guidance from FCCC and UFS on Approving Courses for</u> <u>the DEISJ Requirement</u>
- DEISJ Assessment Rubric Sample from FCCC, UFS, and SCOA
- Future Ideas: focused on capacity building
  - Diversity Fellows
  - Training opportunities, e.g., DEI in Teaching and Learning Certificate
  - Diversity in Curriculum Conference
  - AAS/AOS DEISJ Infusion Support
  - Support for course development

Guidance from University Faculty Senate and Faculty Cou Community Colleges to Campuses on Approving Courses DEISJ Requirement	
(currently for A.A., A.S., and Baccalaureate degrees)	
Recognizing that campuses are in different stages of the governance process i developing and approving courses for the new SUNY GE category of Diversity Inclusion, and Social Justice (DEISJ), University Faculty Senate (UFS) and Fa Council of Community Colleges (FCCC) wish to offer best practices guidance f governance bodies in charge of evaluating courses for approval in this categor	: Equity, culty for faculty
In keeping with established practice, as well as expectations from the Middle S Commission on Higher Education (MSCHE), a course must clearly address an the learning outcomes of the target category for it to be approved. The same a the knowledge and skills category of DEISJ. According to the Student Learning Outcomes for this category, students will: • describe the historical and contemporary societal factors that shape the	d assess pplies to I
development of individual and group identity involving race, class, and g	
NY GE Diversity, Equity, Inclusion, and Social Justice (DEISJ) Rubric	sion,
	n to
WY Council on Assessment (SCoA). The rubric is designed as a guidance document, with the hope that ric to their own institution's needs or design their own rubrics to share in a resource repository, to be and SUNY Resource page.	mine ed to the
class, and gender; le that complex networks of social structures and systems play in the creation and perpetuation of the ower, privilege, oppression, and opportunity; and	r
	Community Colleges to Campuses on Approving Courses DEISJ Requirement (currently for A.A., A.S., and Baccalaureate degrees) Recognizing that campuses are in different stages of the governance process is developing and approving courses for the new SUNY GE category of Diversity inclusion, and Social Justice (DEISJ), University Faculty Senate (UFS) and Fac Council of Community Colleges (FCCC) wish to offer best practices guidance f governance bodies in charge of evaluating courses for approval in this categor In keeping with established practice, as well as expectations from the Middle S Commission on Higher Education (MSCHE), a course must clearly address an the learning outcomes of the target category for it to be approved. The same ag the knowledge and skills category, students will: • describe the historical and contemporary societal factors that shape the



# Award of Credit by Evaluation



#### **Benefits of Credit by Evaluation**

Validation and motivation qualitative interviews show that recognizing students for what they already know boosts confidence in the college classroom

**Time saved**—Adult PLA/CPL students saved, on average, 9-14 months in earning a degree Money saved—depending on sector, students saved between \$1,500 and \$10,200 through PLA/CPL

Enrollment – PLA is particularly aligned with the needs of the adult learner: shorter time to completion and affordably. Credential completion— Adult students who participate in PLA are 17 percent more likely to complete, compared to those without PLA/CPL Access - The PLA/CPL completion benefit is 25% for adults at community colleges, 24% for Hispanic adults, 13% for Black adults, and 19% for Pell Grant recipients.

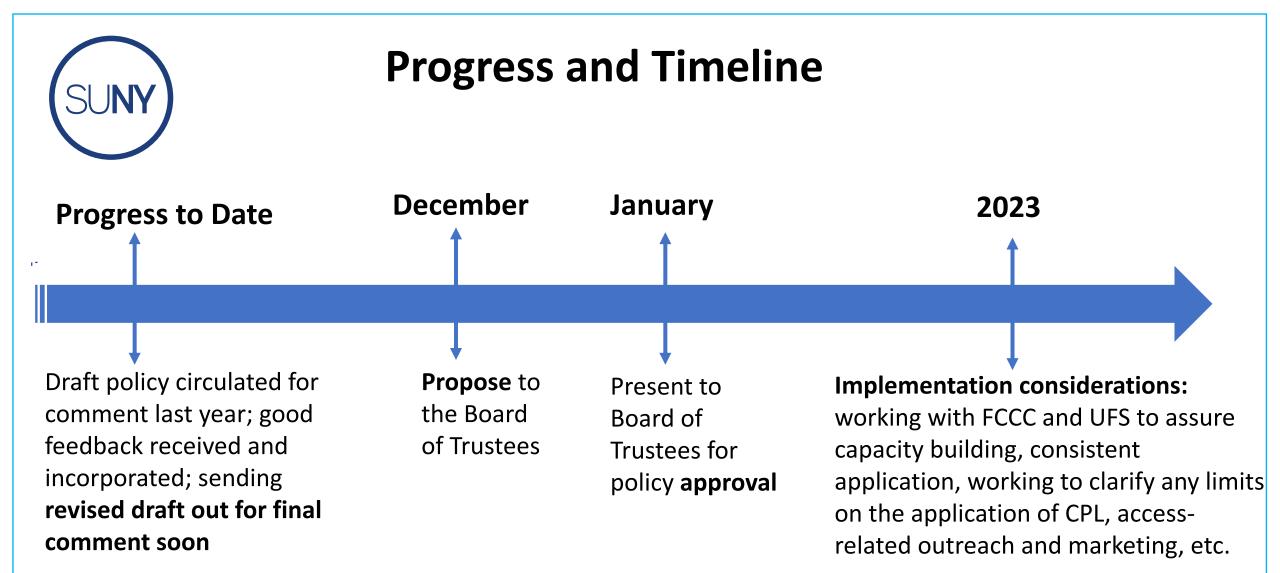
Source: The Council for Adult and Experiential Learning (CAEL); retrieved online at: https://www.cael.org/lp/cpl-pla



Continued connection to faculty governance, faculty leadership, and key SUNY policies

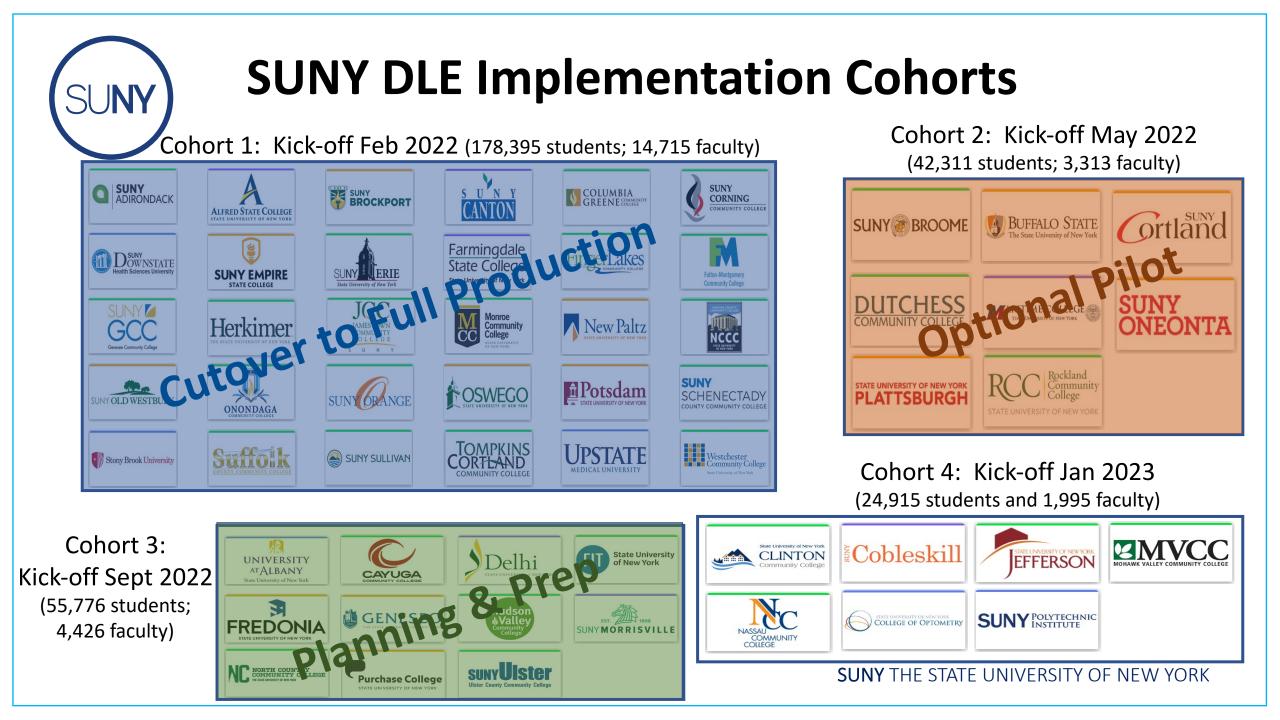
Support for reliable and consistent assessment / related training







# **DLE Implementation**

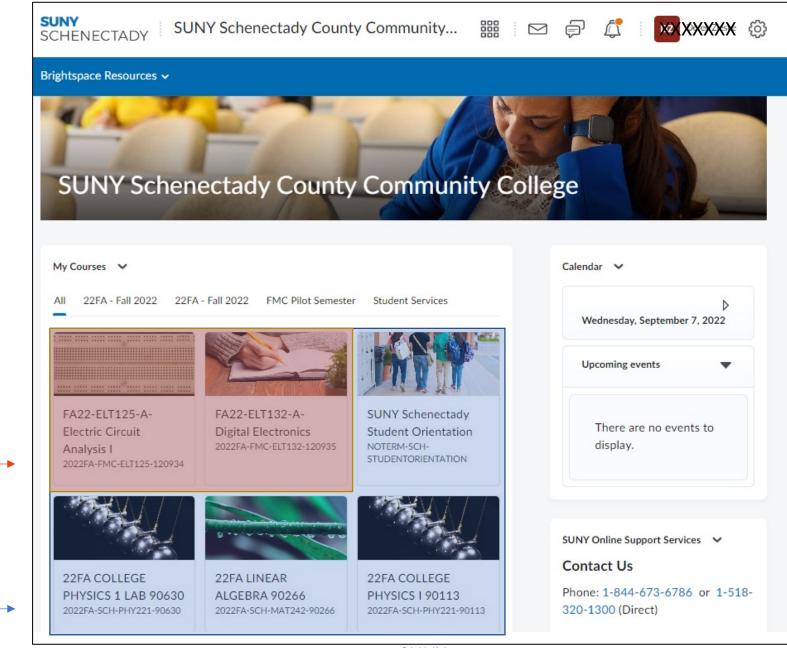




#### **DLE Student Experience**

Fulton-Montgomery CC courses

Schenectady County CC courses



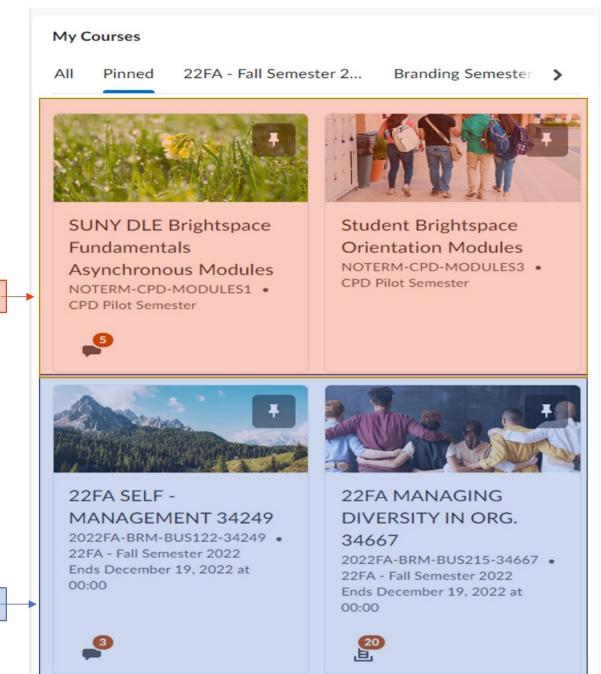
# SUNY

### **Faculty View**

Main "My Courses" widget provides access to all courses, regardless of institution. Instructors can sort by campus, or pin most frequently used courses for easy access.

CPD Courses

Broome CC courses





Brightspace Fundamentals Training Numbers

# **OVERALL**

- Number of registrations processed
  15,836
- Number of workshops and webinars offered
  - 196
- Faculty registration for AT LEAST one session
  - 3,235





**Scaled Webinars** 

12,889 Registrants

Π

**DLE Video Resources** 5485 Views



#### **Fireside Chats** 2287 Registrants

UDL1334Accessibility1629User Interface2210Comm. Tools1967Creating Content2186Gradable Activities1514Gradebook2049



SUNY OTTER

**Institute '22** 

370 Registrants

# (SUNY) Expanded Training Options:

- Asynchronous
- Synchronous Remote
- Scaled Webinars
- Illuminations
- Campus-Specific
   Workshops
- 2023 OTTER Institute

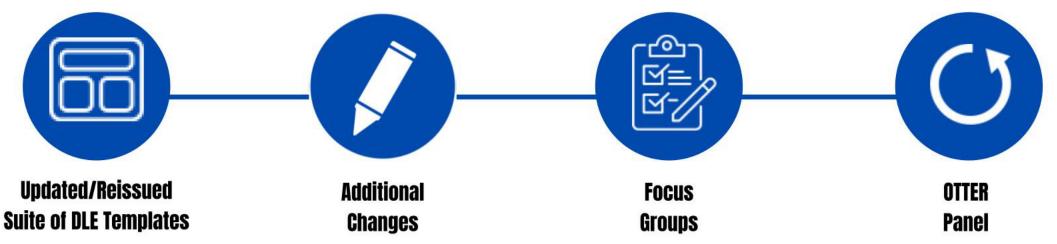
# Illuminations (Advanced Brightspace Topics)

- Design Considerations
- Document Templates
- Personalization & Gamification
- Attendance & Checklists
- Advanced Discussions
- Advanced Assignments & Video Assignments
- Advanced Quizzes
- Rubrics
- Groups
- FAQs & Glossary
- Intelligent Agents
- Conditional Release
- Plus more



#### Completed Templates





Based on <u>feedback collected</u> from Cohort 1 Summer 2022 pilot campuses.

Currently reviewing <u>feedback</u> <u>collected</u> from Cohort 1 campus faculty and students.

Planning second round of feedback collection from Cohort 1 & 2 Fall 2022 campuses.

Updated the OSCQR-informed Syllabus template and the 6 companion template guides.

#### See:

- Templates Change Log
- Syllabus Template

Met with NCCC, Corning, and FMCC to provide a tour of campus-adapted templates and answer questions from the group.

Planning additional campus and faculty focus groups.

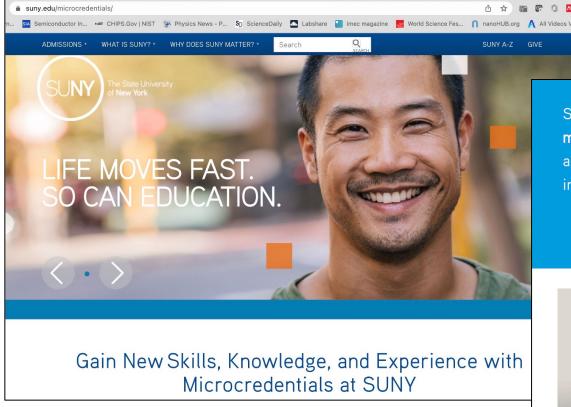
Coordinated and delivered a <u>panel</u> <u>presentation</u> on 7/25 at the OTTER institute to 90+ participants.

Panelists from Niagara and Corning (Cohort 1) discussed how they adapted the DLE Templates to their campus & showcased 2 courses created with their adapted templates:

- Intro. to Operating Systems
- Business Communications

# **Microcredentials**

#### www.suny.edu/microcredentials



SUNY offers more than 500 microcredentials in 60+ discipline areas in high-demand fields, including:

- Accounting, finance, and taxation
- Supply chain, project management, and business practices in the US
- Entrepreneurship, leadership, and marketing
- Non-profit, small business, and grant writing
- Computer science, data science, and analyticsIT, cybersecurity, networking, cloud, and
- support
- Esports and gaming
- Renewable energy, green building, and clean technology



"Staying up to date on the changes in renewable energy is a must. Taking the microcredential in Wind Energy Technology has helped me to appreciate the advances in green energy and help me apply it in my classroom."

— Kin Long (Tony) Ma, Farmingdale State College

#### A New Milestone: Over 500 Microcredentials, 32 Campuses

## www.suny.edu/microcredentials

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What do you want to learn?       Filter results:       Emergency / Disaster Readiness         Search by keyword       Filter results:       Engineering (All)         By Campus:       Engineering Tech - Electronics       Engineering Tech - Manufacturing - CAD - CNC	-
Clear results	



# **The Power of SUNY Microcredentials**

**Professional Development Series** 

https://sunycpd.eventsair.com/mvd/reg/Site/Register

- Faculty Workshop: What Makes a Strong Microcredential? Where to Start? How to Grow?
- Attracting New Students Through Microcredential Marketing
- System-wide Opportunities (including microelectronics/CHIPS Act)
- Financial Support for Microcredential Takers
- The National Picture
- State and Regional Opportunities (guest presenter from NYSDOL)

Development Board

Business Roundtable – Input from Employer/Workforce Partners Moderator: Stanley Litow, SUNY Trustee, Professor at Columbia and Duke University, Past Vice President, Corporate Citizenship & Corporate Affairs and President, IBM Int'l. Foundation
Jennifer Bradford, Global Strategy Business Manager, Siemens Digital Industries Software
Erik C. Geizer, MS, LMHC, CFE, CGAP, CHC, Chief Executive Officer, The Arc New York
Everton H. Henriques, NY Manufacturing Extension Partnership (MEP)EP Solutions Director, FuzeHub
Brian Williams, President, Board of Directors, New York Association of Training and Employment Professionals (NYATEP) & Executive Director, Capital Region Workforce

•Paul Zuber, Executive Vice President, The Business Council of New York State, Inc.

October 27 - 28, 2022 (virtual)



# **Questions ?**