



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



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/>

Milestones

- 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)

Faculty-to-Faculty Resources Developed:

- [Guidance from FCCC and UFS on Approving Courses for the DEISJ Requirement](#)
- [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 Council of Community Colleges to Campuses on Approving Courses for the DEISJ Requirement

(currently for A.A., A.S., and Baccalaureate degrees)

Recognizing that campuses are in different stages of the governance process in developing and approving courses for the new SUNY GE category of Diversity: Equity, Inclusion, and Social Justice (DEISJ), University Faculty Senate (UFS) and Faculty Council of Community Colleges (FCCC) wish to offer best practices guidance for faculty governance bodies in charge of evaluating courses for approval in this category.

In keeping with established practice, as well as expectations from the Middle States Commission on Higher Education (MSCHE), a course must clearly address and assess the learning outcomes of the target category for it to be approved. The same applies to 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 development of individual and group identity involving race, class, and gender;

SUNY GE Diversity, Equity, Inclusion, and Social Justice (DEISJ) Rubric

Framing Language:

The DEISJ rubric below was developed by a committee of members from Faculty Council of Community Colleges (FCCC), University Faculty Senate (UFS), and SUNY Council on Assessment (SCoA). The rubric is designed as a guidance document, with the hope that institutions will tailor the rubric to their own institution's needs or design their own rubrics to share in a resource repository, to be shared via the SCoA website and SUNY Resource page.

This rubric is not meant to replace any locally developed rubrics already in use.

The outcomes in the DEISJ rubric below are designed to be foundational and adaptable to multiple disciplines.

Outcomes:

Students will

- describe the historical and contemporary societal factors that shape the development of individual and group identity involving race, class, and gender;
- 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
- apply the principles of rights, access, equity, and autonomous participation to past, current, or future social justice action.



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>



Goals for Policy Revision

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

Support for reliable and consistent assessment / related training





Progress and Timeline

Progress to Date

Draft policy circulated for comment last year; good feedback received and incorporated; sending **revised draft out for final comment soon**

December

Propose to the Board of Trustees

January

Present to Board of Trustees for policy **approval**

2023

Implementation considerations: working with FCCC and UFS to assure capacity building, consistent application, working to clarify any limits on the application of CPL, access-related outreach and marketing, etc.



DLE Implementation



SUNY DLE Implementation Cohorts

Cohort 1: Kick-off Feb 2022 (178,395 students; 14,715 faculty)



Cutover to Full Production

Cohort 2: Kick-off May 2022 (42,311 students; 3,313 faculty)



Optional Pilot

Cohort 4: Kick-off Jan 2023 (24,915 students and 1,995 faculty)

Cohort 3: Kick-off Sept 2022 (55,776 students; 4,426 faculty)



Planning & Prep



SUNY THE STATE UNIVERSITY OF NEW YORK



DLE Student Experience

Fulton-Montgomery CC courses

Schenectady County CC courses



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

The screenshot displays the 'My Courses' interface with the following details:

- Navigation:** 'All', 'Pinned', '22FA - Fall Semester 2...', 'Branding Semester' with a right arrow.
- Top Row (Orange background):**
 - Left Card:** 'SUNY DLE Brightspace Fundamentals' (Asynchronous Modules). Includes 'NOTERM-CPD-MODULES1' and 'CPD Pilot Semester'. A callout box labeled 'CPD Courses' points to this card. A notification bubble shows '5'.
 - Right Card:** 'Student Brightspace Orientation Modules'. Includes 'NOTERM-CPD-MODULES3' and 'CPD Pilot Semester'.
- Bottom Row (Blue background):**
 - Left Card:** '22FA SELF - MANAGEMENT 34249'. Includes '2022FA-BRM-BUS122-34249', '22FA - Fall Semester 2022', and 'Ends December 19, 2022 at 00:00'. A callout box labeled 'Broome CC courses' points to this card. A notification bubble shows '3'.
 - Right Card:** '22FA MANAGING DIVERSITY IN ORG. 34667'. Includes '2022FA-BRM-BUS215-34667', '22FA - Fall Semester 2022', and 'Ends December 19, 2022 at 00:00'. A notification bubble shows '20'.



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**



Asynchronous Modules

5,945 Active Participants



Scaled Webinars

12,889 Registrants



UDL	1334
Accessibility	1629
User Interface	2210
Comm. Tools	1967
Creating Content	2186
Gradable Activities	1514
Gradebook	2049



Synchronous Remote

982 Registrants



342 Spark

495 Ignite



146 Instructional Designers



DLE Video Resources

5485 Views



Fireside Chats

2287 Registrants

SUNY OTTER Institute '22
370 Registrants





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



TEMPLATES

● ● ● Completed Templates



Updated/Reissued Suite of DLE Templates

Based on [feedback collected](#) from Cohort 1 Summer 2022 pilot campuses.

Currently reviewing [feedback collected](#) from Cohort 1 campus faculty and students.

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



Additional Changes

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

See:

- [Templates Change Log](#)
- [Syllabus Template](#)



Focus Groups

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.



OTTER Panel

Coordinated and delivered a [panel presentation](#) 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

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- 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 analytics
- IT, 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

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Filter results:

By Campus: ▾

Engineering Tech ▾

By Delivery Metho ▾

Clear results

- Computer Science - Data Science - Analytics
- Computer Science - Gaming - eSports
- Criminal Justice
- Culinary
- Diversity, Equity & Inclusion
- Drone/UAS
- Earth Science
- Education**
- Education (All)*
- Education - Coaching - Personal Training*
- Education - Early Childhood*
- Education - Exceptional - ASL*
- Education - Physical - Rock Climbing*
- Education - Physical - Ski*
- Education - Physical - Snowboard*
- Emergency / Disaster Readiness
- Engineering**
- Engineering (All)*
- Engineering Tech - Electronics*
- Engineering Tech - Manufacturing - CAD - CNC**



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)**

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 Development Board*

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



Questions ?