

SUNY OLD WESTBURY



Curriculum & Academic Planning Committee

Annual Report

AY2022-2023

September 2023

[AY2022-2023 CAP Membership]

Svetlana Jovic, Shijian Li, Matthew Lippert, Anissa Wicktor Lynch, Nicholas Powers, Dana Sinclair,

Geta Techanie, Sara Williamson, and Ryoko Yamamoto (Chair)

I. Five Year Reviews

No Five Year Review was conducted in this academic year.

The CAP Committee made two procedural refinements to the Five Year Review process in AY2022-23 year.

A. The Five Year Review Checklist

The committee adopted the Five Year Review checklist with unanimous vote in Oct 2022. The checklist was designed to make it easier for departments to identify requirements specified by *the Guidelines for Five Year Review* (Self Study + Five Year Plan, approved by the Faculty Senate in Spring 2019).

B. Optional Alternate Vetting Policy

In Spring 2023, the committee implemented a policy an optional alternate vetting. The established review procedure for CAP reviews is 1. Academic departments notify the CAP Chair of the intention to request a review, 2. CAP Chair assists the department with preparation and vets the review document before the CAP review is scheduled, and 3. At a review meeting, all CAP members participate in discussions but members recuse themselves from voting on cases that directly involve their home department. In March 2023, the committee implemented a policy that to allow a home department of CAP Chair to request the committee to select an alternative CAP member to vet the document. The exact language of the adopted policy is shown below.

For any instance where the department submission is from the current CAP Chair's department, the department can request an alternative CAP member be assigned as the primary point of contact for vetting the material and sending it forward to CAP for processing. Established procedures will assume from that point forward.

II. Program Proposal Reviews

In AY2022-23, CAP reviewed three new program proposals.

A. Degree Program

Program	Host Unit	Program & Review Type	CAP Approval Date	FS Approval Date
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an Accelerated Program for BS/MS in Forensic Accounting	Accounting	Multi-award Program Proposal	5/12/2023	5/26/2023
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B. Certificate/Advanced Certificate

No new certificate was proposed in AY2021-2022.

C. Minor

Program	Host Unit	Program & Review Type	CAP Approval Date	FS Approval Date
Performing Arts	Visual Arts	Minor Proposal	5/12/2023	5/26/2023

D. Microcredentials

Program	Host Unit	Program & Review Type	CAP Approval Date	FS Approval Date
Diversity, Equity, Inclusion, and Justice in the Workplace	SPS	Micro-credential/ Proposal	5/12/2023	5/26/2023

E. Guidelines and Templates for Internal Credential Program Proposals

In Dec 2022, the CAP Committee revised guidelines for creating and revising minor programs, creditbearing microcredential programs, and multi-award programs based on existing programs. The revised guidelines with new templates for minor, micro-credential, and multi-award programs based on existing programs. Guidelines and templates are included in the appendix.

F. Optional Alternate Vetting

The committee implemented the optional alternate vetting policy (see the previous page) to new program reviews.

III. Reviews Concerning Faculty Lines

A. Social Justice Fellows Recommendations

In Sept 2022, the CAP Committee coordinated with academic departments and submitted recommendations for the Social Justice Fellow Program.

In early September, the CAP Committee was requested to provide input for faculty lines for the Social

Justice Fellow Program. On Sept 9, CAP chair reached out to chairs of eight departments (Chemistry & Physics, English, Exceptional Education, History & Philosophy, Math/CIS, Psychology, Public Health, and Visual Arts) whose line requests were deemed “urgent” in S22 CAP Line Request Review. They were invited to submit an online form by the evening of Sept 14 if they wish the CAP Committee to recommend their line for Social Justice Fellows. Five departments submitted a proposal. On Sept 16, the CAP Committee met and unanimously voted to recommend these five lines. Recommendations were submitted to the Provost and CFO on the same day. The full recommendations are included in the appendix.

Table III-A. Social Justice Fellows CAP Recommendations

Department	Specialization
Chemistry & Physics	Organic Chemistry
History & Philosophy	Philosophy of Justice
Math/CIS	Data Analytics
Public Health	Public Health and Social Justice
Visual Arts	Performing Arts / Multimedia

B. Annual Line Request Review

Procedure

In Spring 2023, the CAP Committee received 18 line requests from 10 academic departments. CAP Chair solicited line requests from department chairs for the next academic year hiring on Dec 27, 2022, with a submission deadline of Jan 27, 2023. The late timing of solicitation was due to the delay in acquiring institutional data.

In Feb and March, CAP members evaluated requests in two meetings. In the first meeting, members discussed each line and identify questions and the need for additional information. After having received additional information from departments, each committee member assessed requests using a rubric to evaluate lines in the following areas:

1. **Equity in resource distribution** across the College, indicated by the % of sections taught by adjunct instructors, the number of majors per fulltime faculty,
2. **Curricular needs** within the major, in college-wide programs, e.g., Lib Ed, and contributions to other degree programs
3. **Alignment with the missions** and institutional priorities at college- and departmental-level
4. Potential contribution to **external opportunities**, such as external funding, students' career opportunities, and community partnerships
5. Other factors for consideration that are not captured above.

In the second meeting, the committee reviewed and discussed individual ratings and then casted anonymous votes. See the next page for the outcome.

Written recommendations were sent to Provost Dorothy Escribano on March 21, 2023. Recommendations are included in the appendix.

Line Recommendations

The CAP Committee agreed that all 17 lines it had evaluated demonstrated clear merits and/or needs. Of these, 10 lines made a particularly strong case for urgent fulfillment.

Table III-B. CAP Committee Voting Outcomes

Dept	Line Requested	Merit Evident (%)	Urgent 50+ (%)
American Studies /Media & Comm.	Assistant Professor: LatinX Studies	100%	
American Studies /Media & Comm.	Assistant Professor: Digital Journalism	100%	
Biological Sciences	Assistant Professor: Evolution Biology	100%	63%
Biological Sciences	Assistant Professor: Microbial Biology	100%	50%
Biological Sciences	Lecturer 1 (Basic Biology 1, Basic Biology 2, Environmental Science , Biology for Non-Science Majors)	100%	50%
Biological Sciences	Lecturer 2 (Genetics, Cell Biology, Vertebrate physiology)	100%	
Chemistry & Physics ¹	Assistant Professor: Physical Chemistry	100%	
Childhood Education & Lit	Assistant Professor: Clinical Experience	100%	57%

¹ The C&P Department requested two lines, but the CAP Committee decided to suspend an evaluation on one.

Childhood Education & Lit	Assistant Professor: Elementary Literacy	100%	71%
English	Assistant Professor: Multicultural/World Literature	100%	88%
English	Assistant Professor: Multi-ethnic Literature	100%	88%
History & Philosophy	Assistant Professor: South Asian History	100%	75%
PEL	Assistant Professor: Politics of Inequality	100%	
Psychology	Assistant Professor: Clinical Psychology	100%	
Psychology	Assistant Professor: Social Psychology	100%	
Visual Arts	Assistant Professor: Electronic Media	100%	88%
Sociology	Assistant Professor: Criminology	86%	

IV. Curriculum and Academic Planning Policies

In Nov 2022, CAP and five other standing committees (APPC, ARPT, FRRC, LEC and TLRC) jointly submitted resolutions requesting the provision of an academic policy with a designated administrator and a procedure for routine update of files in the repository by Jan 20, 2023. The resolutions passed the Faculty Senate on ____.

Resolution	CAP Approval Date	FS Approval Date
Resolutions for Academic Policy Repository	11/11/2023	12/2/2023

V. Other Activities

Five Year Review Data Dashboard

CAP started working with the Office of Institutional Effectiveness (OIE) to create a dashboard for standard institutional data for Five Year Review Self Study (e.g., enrollment trends, 6 year graduation trend, time to degree). This project was put on hold due to the change in OIE personnel.

Early Notification System

AY2022-2023, CAP started the early notification system to optimize the scheduling of review meetings at CAP and Faculty Senate. The instruction for the early notification system is included.

Committee/Task Force Representations

During AY22-23, the CAP Committee participated in the following committees, task force and workgroup.

- Faculty Experience: Community and Equity Committee (Represented by Svetlana Jovic)
- Full-time Faculty TF Implementation Committee (Represented by Geta Techanie)
- Advisory Committee for Distance Learning (Represented by Anissa Lynch)
- Curriculog Workgroup (Represented by Ryoko Yamamoto)
- Microcredentials Task Force II (Represented by Anissa Lynch & Ryoko Yamamoto)

Appendix

- 1. Five Year Review Checklist**
- 2. Guidelines for Creating and Revising Minor Programs+ Template**
- 3. Guidelines for Creating and Revising Credit-Bearing Microcredential Programs+ Template**
- 4. Guidelines for Creating a Multi Award Program from Existing Programs + Template**
- 5. Fall 2022 Social Justice Fellows Recommendations & Questions**
- 6. Spring 2023 CAP Line Recommendations**
- 7. Resolutions for Academic Policy Repository**
- 8. Early Notification System Instructions**

SUNY OLD WESTBURY



CAP Five Year Review Quick Checklist

October 2022

Go over this checklist before you request a CAP review of the Five Year Review Report. The full set (Self Study, External Evaluator Reports, Departmental Response to External Evaluators Reports) should be received by the CAP Chair no later than one week prior to the requested review date.

	The Self Study and Five Year Plan Combined Report (“Self Study”) includes all items specified in CAP Guidelines (See the list on the next page)
	Departmental plans for development in the next five years are articulated (1-f, 2-d, 3-c).
	Key faculty (contingency faculty % trend, 2-b-i) and student (major enrollment trend 3-a-i, student demographic breakdown 3-a-ii, 6 year graduation trend 3-b-i, time to degree trend 3-b-ii) statistics are reported and analyzed.
	Updated CVs of the key personnel (Departmental members included in 2-a) are included in the appendix.
	PSLOs and a curriculum map used during the review period are included (4-a).
	Completed “Assessment of Student Learning Outcomes in the Major Summary Report” (4-b) in the SUNY format ² has been reviewed by the Director of Academic Assessment ² and is included.
	All External Evaluator Reports are included.

² The SUNY template does not have to be used as long as the summary report includes the same items in the same order. ² As of Oct 2022, the Director of Academic Assessment position is temporarily vacant. The Director of Institutional Effectiveness assumes DAA responsibilities until the position is filled.

	The Departmental Response to External Evaluator Reports is included.
	The department faculty have reviewed the Self Study, External Evaluator Reports and the Departmental Response, discussed the content (in particular, five year plans), and voted to approve the submission for CAP review.

Five Year Review Self Study and Five Year Plan Combined Report Outline³

1. Description

- a. Description of Department
- b. Description of Program(s) (degree programs, minors, micro-credentials, and certificates)
- c. Description of Other Curricular Responsibilities
- d. Program Mission and Program Learning Outcomes
- e. Curriculum Outline as in catalog
- f. Departmental Development
 - i. Curriculum and pedagogy, including 1) the development of current programs, 2) plans for new curriculum directions, 3) new courses/sub-disciplinary stream(s), 4) common curriculum, and 5) pedagogy
 - ii. Facilities

2. Faculty

- a. A List of Key Personnel & Professional Contributions (in publications, presentations/other professional activities, and grants/awards/honors; Attach updated CVs in the appendix) b. Contingent Faculty
 - i. The five year trend in courses taught by contingent faculty & the proportion of students taught by contingent faculty.
 - ii. Contingent faculty hiring and review process
- c. Faculty Mentorship, Effectiveness, and Improvement
 - i. Full-time faculty
 - ii. Part-time faculty
- d. Faculty Development
 - i. Anticipated future faculty needs
 - ii. Additional personnel
 - iii. Changing responsibilities

3. Students

- a. Current Student Characteristics
 - i. Enrollment growth (five year trend + five year projection)
 - ii. Diversity (Demographic breakdown)
- b. Graduates
 - i. 6-year graduation (five year trend)
 - ii. Time to degree

³ Consult with the CAP Guidelines for details.

- c. Development
 - i. Student retention (five year trend)
 - ii. Advising and mentoring
 - iii. Student life for majors
 - 4. **Assessment and Closing the Loop**
 - a. Program student learning outcomes (PSLOs) and a curriculum map
 - b. Completed “Assessment of Student Learning Outcomes in the Major – Summary Report” in the SUNY format
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CAP Guidelines for Creating and Revising a Minor Program

Fall 2022

I. Definition

A minor is a cluster of related courses that students complete in addition to their major.

Minors are sponsored either by a single department or by a group of departments contributing courses to the minor.

II. Requirements

College-wide requirements for minor programs at SUNY Old Westbury include:

- A minimum of five courses and 18 credits
- A minimum of 16 credits in the minor must be taken outside the student's major
- No more than two courses in a minor may be transferred from another institution
- A minimum of a 2.0 cumulative GPA for completion
- No D grades may be applied toward a minor

Minors may draw courses from multiple degree programs. When the program includes courses offered by multiple departments, a sponsoring department, *i.e.*, a department that handles administrative responsibilities (*e.g.*, curriculum management, Catalog update, student advising) should be identified.

Minors can be sponsored by a single department or co-sponsored by multiple departments. Sponsoring departments may create program-specific requirements within the parameter of the college-wide requirements.

III. Approval Process

A. Preliminary Consultation

1. At an early stage of development, consult with **Academic Affairs** and **the Head of the School** about the feasibility of the proposed program, to resolve any potential conflicts or overlaps with existing programs and to address any potential resource issues.
2. Consult with **all contributing academic departments**. "Contributing academic departments" include departments that will offer a course or any other resource (*e.g.*, faculty time, administrative support, physical space) to the proposed program. Ascertain that 1) the proposed program's new courses will not duplicate existing courses, and 2) participation in the proposed program does not undermine the academic integrity of existing courses and/or programs.

3. **Notify the CAP Chair** that the new program is under development. Submit the Early Notification Form at the beginning of the semester in which you plan to request a CAP review.

B. Developing a Proposal and Documenting Support

1. Compose a proposal statement and catalog description (See Section IV).
2. Share the near-final proposal statement and catalog description with **Academic Affairs** and **the Head of the School** for their review and feedback.
3. Circulate the near-final proposal statement and catalog description among all contributing and affected departments. Request them to **review the documents, take departmental votes of support, and document voting outcomes**. Emails from department chairs to the proposal's principle author or the chair of the sponsoring department describing voting outcomes suffice as documentation.
4. Finalize the proposal statement and catalog description based on feedback from respective parties.

C. Proposal Review and Approval

1. Contact the CAP Chair to schedule a CAP review meeting date. The CAP Chair will request the attendance of the Head of the School and the Provost (or a designee).
2. Submit the set of proposal document (See IV) to the CAP Chair **no later than 1 week prior to the review meeting date**.
3. During the CAP review meeting, the author of the proposal gives a brief presentation, followed by Q&A. Typically, the committee votes on the same day and will notify the author of the decision.
4. If the CAP Committee approves the proposal, the CAP Chair will draft a resolution and submit it to the Faculty Senate. The resolution will be presented by the CAP Chair at the Faculty Senate. The author of the proposal (or a designee) shall attend the Faculty Senate meeting for Q&A. The process may require two Senate meetings.
5. A new minor takes effects on the date of the Faculty Senate approval. Minors do not require an approval by SUNY System or NYSED. The resolution and proposal will then be forwarded to Academic Affairs and be incorporated in the College Catalog.

IV. Proposal

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A proposal for a new minor consists of the following components. Submit the full set **at least one week prior to a scheduled CAP review meeting date.**

A. Proposal Statement (Use the CAP template)

- 1. Program Title.**
- 2. Sponsoring Department(s).** A “sponsoring department” refers to a department that handles administration of the program (*e.g.*, curriculum management, Catalog update, student advising). If multiple departments are co-sponsoring the program, briefly discuss plans for coordination, program maintenance and advising responsibility.
- 3. Purpose.** What are merits of the proposed program? Who are primary and secondary targets of this program? How will they benefit students and academic programs?
- 4. Program Learning Outcomes.** What knowledge, skills and competencies are students expected to gain at the completion of the program? List expected learning outcomes for this program.
- 5. Evaluation of Learning.** How will the department(s) check whether students gained these knowledge, skills and competencies? How will the department(s) check whether students gained these knowledge, skills and competencies? A minimum 2.0 cumulative GPA is typically used as evidence of sufficient learning. Departments could require a higher grade or use additional evidence of learning.
- 6. Demand.** How will knowledge and skills this program offers enhance opportunities in labor market, civic life, and/or social life? Discuss with evidence.
- 7. Curriculum.** Briefly describe the curriculum structure and the rationale, prerequisites, sequencing, and availability of courses. Which existing courses will be used to support the new minor? What new courses will be developed, if any? Evaluate the adequacy of prerequisites and availability for target students, identify possible issues and discuss plans for solution.
- 8. Instruction.** Who will teach the courses in the new minor (*i.e.*, which faculty members, from which departments)?
- 9. Resource Needs.** What existing curricular resources (*e.g.*, facilities, equipment) will be devoted to the new program? What additional curricular resources (*e.g.*, new courses) or faculty resources (*e.g.*, extra sections, advising, coordination) might be needed before the program can be offered?
- 10. Implementation Plan.** Briefly describe department’s implementation plan, including necessary actions and steps, responsible people, and the timeline.

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B. Catalog Description (State exactly how it would appear in the Catalog)

1. Catalog Description (up to 250 words)
2. Requirements

C. Documentation of Support from All Contributing/Affected Departments

Include the documentation of support from all contributing departments, *i.e.*, departments that will offer a course or any other resource (e.g., faculty time, administrative support, physical space) to the proposed program. Emails from department chairs describing the departmental voting outcome will suffice.

V. Revising an Existing Minor

When changes are made to the existing minor program, the sponsoring department should **notify 1) all contributing and affected departments, 2) the Head of the School, and 3) Academic Affairs** immediately and **update the catalog description and website information**.

If a revision includes **changing over 50% of curricular requirements**, the revision requires a Faculty Governance approval, following the same procedure as the new minor program review.

“Curricular requirement change” does **not** include changes in elective selections. For instance, if more eligible courses are added to a “social science elective” requirement, it is **not** considered a curricular requirement change. However, if a “social science elective” requirement is eliminated from the program or changed to a “natural science elective,” it is considered as a curricular requirement change.

A proposal for revising a minor shall include the following components.

A. Proposal Statement

1. Program Title
2. The Sponsoring Department(s)⁴
3. Purpose of the Proposed Revision
4. Changes in Curriculum (indicate N/A if not applicable)
5. Changes in Instruction (indicate N/A if not applicable)
6. Changes in Resources (indicate N/A if not applicable)
7. Changes in Administration (indicate N/A if not applicable)

B. Catalog Descriptions

1. Current Catalog Description & Requirements
2. Revised Catalog Description & Requirements

C. Documentation of Support from All Contributing/Affected Departments⁵

Include the documentation of support from all contributing departments, *i.e.*, departments that will offer a course or any other resource (e.g., faculty time, administrative support, physical space) to the proposed program. Emails from department chairs describing the departmental voting outcome will suffice.

⁴ Sponsoring department = a department that handles administration of the program (e.g., curriculum management, Catalog update, student advising).

⁵ Contributing department = a department that will offer a course or any other resource (e.g., faculty time, administrative support, physical space) to the proposed program.

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A Proposal Statement for A New Minor Program Template
(CAP Committee, December 2022)

- 1. Program Title.**
- 2. Sponsoring Department(s).** If multiple departments are sponsoring, briefly discuss plans for coordination, program maintenance and advising responsibility.
- 3. Purpose.** What are merits of the proposed program? Who are primary and secondary targets of this program? How will they benefit students and academic programs?
- 4. Program Learning Outcomes.** What knowledge, skills and competencies are students expected to gain at the completion of the program? List expected learning outcomes for this program.
- 5. Evaluation of Learning.** How will the department(s) check whether students gained these knowledge, skills and competencies? How will the department(s) check whether students gained these knowledge, skills and competencies? A minimum 2.0 cumulative GPA is typically used as evidence of sufficient learning. Departments could require a higher grade or use additional evidence of learning. Departments could require a higher grade or use additional evidence of learning.

- 6. Demand.** What is the demand for these knowledge and skills among students and in society? Discuss with evidence.
- 7. Curriculum.** Briefly describe the curriculum structure and the rationale, prerequisites, sequencing, and availability of courses. Which existing courses will be used to support the new minor? What new courses will be developed, if any?
- 8. Instruction.** Who will teach the courses in the new minor (*i.e.*, which faculty members, from which departments)?
- 9. Resource Needs.** What existing curricular resources (*e.g.*, facilities, equipment) will be devoted to the new program? What additional curricular resources (*e.g.*, new courses) or faculty resources (*e.g.*, extra sections, advising, coordination) might be needed before the program can be offered?

10. Administration. Which department(s) will have responsibility for advising students in the new minor and maintaining the program? If multiple departments are sponsoring the minor, describe plans for coordination.

11. Implementation Plan. Briefly describe department's implementation plan, including necessary actions and steps, responsible people, and the timeline.

SUNY OLD WESTBURY



CAP Guidelines for

Creating and Revising

Credit-Bearing Microcredential Programs

Fall 2022

I. Definition

SUNY defines microcredentials as “credentials that verify, validate, and attest that specific skills and/or competencies have been achieved⁶”. Compared to traditional credentials, microcredentials are generally offered in shorter or more flexible timespans and intended learning outcomes are more narrowly focused.

SUNY allows for credit-bearing (*i.e.*, course-based) and non-credit-bearing microcredential programs. As of Fall 2022, only SUNY Old Westbury offers only credit-bearing microcredentials.

SUNY Microcredential Page: <https://www.suny.edu/microcredentials/> **SUNY OW Microcredential Page:** <https://www.oldwestbury.edu/programs-courses/microcredentials>

II. Requirements

College-wide requirements for credit-bearing microcredential programs at SUNY Old Westbury include:

- The program is designed to satisfy clearly articulated learning outcomes related to specific competencies/skills
- The program consists of 2-4 related courses
- No more than one third of required courses may be transferred from another institution
- All required courses need to be completed with a grade of B or better
- All required courses need to be completed within five years of awarding
- The program should be “stackable”, *i.e.*, courses used for a micro-credential can also be used toward other credential requirements, such as minor, certificate and degree programs.
- The title of the program should be kept up to 45 letters, including spaces. The title cannot be the same as an existing program or should not be easily confused with a degree program.s
- Microcredentials could be at undergraduate or graduate levels, but students who pursue a graduate level microcredential must have a Bachelor’s degree

Microcredentials can be taken within or outside a student’s major, minor, or degree program, and can be awarded to nonmatriculated or matriculated students. Microcredential courses will be eligible for financial aid only if 1) students are matriculated and 2) courses fall within curricular requirements of the students’ degree program.

Microcredentials may draw courses from multiple degree programs. When the program includes courses offered by multiple departments, a sponsoring department, *i.e.*, a department that handles administrative responsibilities (*e.g.*, curriculum management, Catalog update, student advising) should be identified.

Microcredentials can be sponsored by a single department or co-sponsored by multiple departments. Sponsoring departments may create program-specific requirements within the parameter of the collegewide requirements.

⁶ SUNY Microcredential FAQ: <https://system.suny.edu/academic-affairs/microcredentials/faq/>

III. Approval Process

A. Preliminary Consultation

1. At an early stage of development, consult with **Academic Affairs** and **the Head of the School** about the feasibility of the proposed program, to resolve any potential conflicts or overlaps with existing programs and to address any potential resource issues.
2. Consult with **all contributing academic departments**. “Contributing academic departments” include departments that will offer a course or any other resource (e.g., faculty time, administrative support, physical space) to the proposed program. Ascertain that 1) the proposed program’s new courses will not duplicate existing courses, and 2) participation in the proposed program does not undermine the academic integrity of existing courses and/or programs.
3. **Notify the CAP Chair** that the new program is under development. Submit the Early Notification Form at the beginning of the semester in which you plan to request a CAP review.

B. Developing a Proposal

1. Compose a proposal statement and catalog description (See Section IV).
2. Share the near-final proposal statement and catalog description with **Academic Affairs** and **the Head of the School** for feedback.
3. Circulate the near-final proposal statement and catalog description among all contributing departments. Request them to **review the documents, take departmental votes of support, and document voting outcomes**. An email from a department chair describing the departmental voting outcome will suffice as documentation of support.
4. Finalize the proposal statement and catalog description based on feedback.

C. Proposal Review and Approval

1. Contact the CAP Chair to schedule a CAP review meeting date. The CAP Chair will request the attendance of the Head of the School and the Provost (or a designee).
2. Submit the set of proposal document (See IV) to the CAP Chair **no later than 1 week prior to the review meeting date**.

3. During the CAP review meeting, the author of the proposal gives a brief presentation, followed by Q&A. Typically, the committee votes on the same day and will notify the author of the decision.
4. If the CAP Committee approves the proposal, the CAP Chair will draft a resolution and submit it to the Faculty Senate. The resolution will be presented by the CAP Chair at the Faculty Senate. The author of the proposal (or a designee) shall attend the Faculty Senate meeting for Q&A. The process may require two Senate meetings.
5. A new microcredential takes effects on the date of the Faculty Senate approval. Microcredentials do not require an approval by SUNY System or NYSED. The resolution and proposal will then be forwarded to Academic Affairs and be incorporated in the College Catalog.

IV. Proposal

A proposal for a new microcredential program consists of the following components. Submit the full set **no later than one week prior to a scheduled CAP review meeting date.**

A. Proposal Statement (Use the CAP template)

- 1. Program Title (Up to 45 letters, including spaces).** The title cannot be the same as existing registered program and should not be easily confused with a degree program. For reference, see:
NYSED The Inventory of Registered Programs: <http://www.nysed.gov/heds/IRPSL1.html>
Microcredentials at OW: <https://www.oldwestbury.edu/programs-courses/microcredentials>
- 2. Sponsoring Department(s).** A “sponsoring department” refers to a department that handles administration of the program (*e.g.*, curriculum management, Catalog update, student advising). If multiple departments are co-sponsoring the program, briefly discuss plans for coordination, program maintenance and advising responsibility.
- 3. Purpose.** What are merits of the proposed program? Who are primary and secondary targets of the program? How will the program benefit students and other academic programs?
- 4. Program Learning Outcomes.** What skills and competencies are students expected to gain at the completion of the program? List expected learning outcomes for this program.
- 5. Evaluation of Learning.** How will the department(s) check whether students gained these competencies and skills? Typically, completing all courses with a grade of B or better is considered the evidence of sufficient learning to receive a credential. Departments could require a higher grade or use additional evidence of learning.
- 6. Demand.** How will skills and competencies this program offers enhance opportunities in labor market, civic life, and/or social life? Discuss with evidence.
- 7. Curriculum.** Briefly describe the curriculum structure and the rationale, prerequisites, sequencing, and availability of courses. Evaluate the adequacy of prerequisites and availability for target students, identify possible issues and discuss plans for solution.
- 8. Resource Needs.** What existing curricular resources (*e.g.*, facilities, equipment) will be devoted to the new program? What additional faculty resources (*e.g.*, extra sections, advising, coordination) might be needed before the program can be offered?

- 9. Cost and Financial Aid Potential.** What is the cost of completing a proposed program to students? Will financial aid be available to them? Use the “typical response” in the footnote if it is applicable.⁷
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10. Stackability. Microcredentials are stackable, *i.e.*, there should be no restriction for students to utilize courses in microcredentials toward other degree requirements. Explain how the proposed program would stack within a degree program(s) and/or college-wide curricular requirements.

11. Implementation Plan. Briefly describe department’s implementation plan, including necessary actions and steps, responsible people, and the timeline.

B. Catalog Description (State exactly how it would appear in the Catalog)

1. Catalog Description (up to 250 words)
2. Requirements
3. Skills and Competencies

C. Documentation of Support from All Contributing/Affected Departments

Include the documentation of support from all contributing departments, *i.e.*, departments that will offer a course or any other resource (e.g., faculty time, administrative support, physical space) to the proposed program. Emails from department chairs describing the departmental voting outcome will suffice.

[Quick Checklist] Proposal Statement

- ☐ The title of the program is not used by any registered program and cannot not be easily confused with a degree program.
- ☐ Learning outcomes (*i.e.*, competencies and skills gained from the program) are articulated.
- ☐ Plans to evaluate the mastery of competencies and skills are articulated.
- ☐ Evidence for demands for competencies and skills achieved in this program is provided.
- ☐ Prerequisites and course availability are fitting for target student bodies.
- ☐ The program is designed to be stackable (*i.e.*, no restriction for “double-dipping”)
- ☐ The draft proposal has been reviewed by department members, the Head of the School, Academic Affairs, and other stakeholders and their feedback has been considered.

⁷ A typical response to this question would be “Courses for this microcredential will be offered at the regular tuition rate. Microcredential courses will be eligible for financial aid if they fall within curricular requirements of the students’ degree program.”

Other Documents

☐ Catalog Description is properly prepared with all required components.

☐ (If applicable) Documentation of support from all contributing departments is obtained and included.

V. Revising an Existing Microcredential

When changes are made to the existing microcredential, the sponsoring department should **notify 1) all contributing and affected departments, 2) the Head of the School, and 3) Academic Affairs** immediately and **update the catalog description and website information**.

If a revision includes **changing over 50% of curricular requirements**, the revision requires a Faculty Governance approval, following the same procedure as the new microcredential program review.

“Curricular requirement change” does **not** include changes in elective selections. For instance, if more eligible courses are added to a “social science elective” requirement, it is **not** considered a curricular requirement change. However, if a “social science elective” requirement is eliminated from the program or changed to a “natural science elective,” it is considered as a curricular requirement change.

A proposal for Revising a microcredential shall include the following components.

A. Proposal Statement

1. Program Title
2. The Sponsoring Department⁸
3. Purpose of the Proposed Revision
4. Changes in Curriculum (indicate N/A if not applicable)
5. Changes in Instruction (indicate N/A if not applicable)
6. Changes in Resources (indicate N/A if not applicable)
7. Changes in Administration (indicate N/A if not applicable)

B. Catalog Course Descriptions

1. Current Catalog Description & Requirements
2. Revised Catalog Description & Requirements

C. Documentation of Support from All Contributing/Affected Departments⁹

Include the documentation of support from all contributing departments, *i.e.*, departments that will offer a course or any other resource (e.g., faculty time, administrative support, physical space) to the proposed program. Emails from department chairs describing the departmental voting outcome will suffice.

⁸ Sponsoring department = a department that handles administration of the program (e.g., curriculum management, Catalog update, student advising).

⁹ Contributing department = a department that will offer a course or any other resource (e.g., faculty time, administrative support, physical space) to the proposed program.

A Proposal Statement for A New Credit-Bearing Microcredential Program Template (CAP Committee, December 2022)

- 1. Program Title (Up to 45 letters, including spaces).** The title cannot be the same as existing registered program and should not be easily confused with a degree program. For reference, see: **NYSED The Inventory of Registered Programs:** <http://www.nysed.gov/heds/IRPSL1.html> **Microcredentials at OW:** <https://www.oldwestbury.edu/programs-courses/microcredentials>

- 2. Sponsoring Department(s).** A “sponsoring department” refers to a department that handles administration of the program (e.g., curriculum management, Catalog update, student advising). If multiple departments are co-sponsoring the program, briefly discuss plans for coordination, program maintenance and advising responsibility.

- 3. Purpose.** What are merits of the proposed program? Who are primary and secondary targets of the program? How will the program benefit students and other academic programs?

- 4. Program Learning Outcomes.** What skills and competencies are students expected to gain at the completion of the program? List expected learning outcomes for this program.

- 5. Evaluation of Learning.** How will the department(s) check whether students gained these competencies and skills? Typically, completing all courses with a grade of B or better is considered the evidence of sufficient learning to receive a credential. Departments could require a higher grade or use additional evidence of learning.

- 6. Demand.** How will skills and competencies this program offers enhance opportunities in labor market, civic life, and/or social life? Discuss with evidence.

- 7. Curriculum.** Briefly describe the curriculum structure and the rationale, prerequisites, sequencing, and availability of courses. Evaluate the adequacy of prerequisites and availability for target students, identify possible issues and discuss plans for solution.
- 8. Resource Needs.** What existing curricular resources (*e.g.*, facilities, equipment) will be devoted to the new program? What additional faculty resources (*e.g.*, extra sections, advising, coordination) might be needed before the program can be offered?
- 9. Cost and Financial Aid Potential.** What is the cost of completing a proposed program to students? Will financial aid be available to them? Use the “typical response” in the footnote if it is applicable.¹⁰
- 10. Stackability.** Microcredentials are stackable, *i.e.*, there should be no restriction for students to utilize courses in microcredentials toward other degree requirements. Explain how the proposed program would stack within a degree program(s) and/or college-wide curricular requirements.

¹⁰ A typical response to this question would be “Courses for this microcredential will be offered at the regular tuition rate. Microcredential courses will be eligible for financial aid if they fall within curricular requirements of the students’ degree program.”

11. Implementation Plan. Briefly describe department's implementation plan, including necessary actions and steps, responsible people, and the timeline.

[Quick Checklist]

Proposal Statement

- ☐ The title of the program is not used by any registered program and cannot not be easily confused with a degree program.
- ☐ Learning outcomes (*i.e.*, competencies and skills gained from the program) are articulated.
- ☐ Plans to evaluate the mastery of competencies and skills are articulated.
- ☐ Evidence for demands for competencies and skills achieved in this program is provided.
- ☐ Prerequisites and course availability are fitting for target student bodies.
- ☐ The program is designed to be stackable (*i.e.*, no restriction for “double-dipping”)
- ☐ The draft proposal has been reviewed by department members, the Head of the School, Academic Affairs, and other stakeholders and their feedback has been considered.

Other Documents

- ☐ Catalog Description is properly prepared with all required components.
- ☐ (If applicable) Documentation of support from all contributing departments is obtained and included.

SUNY OLD WESTBURY



CAP Guidelines for

Creating a Multi-Award Program Based on Existing Programs

Fall 2022

I. Definition

A multi-award program is a program that offers more than one credential. A typical multi-award program is a five year accelerated program through which students can obtain both Bachelor's and Master's degrees.

A new multi-award program based on existing degree programs can be approved locally as long as the new program has the same requirements as the existing programs it is based on.

In this document, "a multi-award program based on existing programs" refer to **a program that offers multiple degrees that are already registered with SUNY and NYSED separately and *without changing degree requirements***. The only difference between the new program and existing programs should be the required time of, and course sequence in, completing degrees. A multi-award program accelerates the time to complete degrees by counting some courses toward both undergraduate and graduate degrees.

If the requirements of the proposed multi-award program deviate from requirements in existing programs, it will have to be registered as a new program and will be subject to a full review by SUNY/NYSED.

II. Requirements

Requirements for a multi-award program based on existing programs include:

- A clear merit of creating a new program
- A clearly articulated admission process
- A clearly articulated pathway for completion
- An ability for students to acquire the undergraduate degree without having to complete the other degree
- No change in curricular requirements from existing programs
- No change in the format and mode from existing programs
- No more than **two courses** can be counted toward both degrees
- Students must be able to complete all Gen Ed requirements within the first two years of the program

III. Approval Process

A. Preliminary Consultation

1. At an early stage of development, consult with **Academic Affairs and the Head of the School** about the feasibility of the proposed program.
2. Consult with **all contributing academic departments**. “Contributing academic departments” include departments that will offer a course or any other resource (*e.g.*, faculty time, administrative support, physical space) to the proposed program.
3. **Notify the CAP Chair** that the new program is under development. Submit the Early Notification Form at the beginning of the semester in which you plan to request a CAP review.

B. Developing a Proposal

1. Prepare a proposal statement and catalog description (See Section IV).
2. Share the near-final proposal statement and catalog description with **Academic Affairs and the Head of the School** for feedback.
3. Circulate the near-final proposal statement and catalog description among all contributing departments. Request them to **review the documents, take departmental vote, and document the voting outcome**. An email from a department chair describing the departmental voting outcome will suffice as documentation of support.
4. Finalize the proposal and catalog description based on feedback.

C. Proposal Review and Approval

1. Contact the CAP Chair to schedule a CAP review meeting date. The CAP Chair will request the attendance of the Head of the School and the Provost (or a designee).
2. Submit the set of proposal documents to the CAP Chair **no later than 1 week prior to the review meeting date**.
3. During the CAP review meeting, the author of the proposal gives a brief presentation, followed by Q&A. Typically, the committee votes on the same day and will notify the author of the decision.
4. If the CAP Committee approves the proposal, the CAP Chair will draft a resolution and submit it to the Faculty Senate. The resolution will be presented by the CAP Chair at the Faculty Senate. The author of the proposal (or a designee) shall attend the Faculty Senate meeting for Q&A. The process may require two Senate meetings.
5. A new program takes effects on the date of the Faculty Senate approval. The actual implementation schedule should be determined after the consultation with Academic

Affairs. After the Faculty Senate approval, the resolution and proposal will be forwarded to Academic Affairs and be incorporated in the College Catalog.

IV. Proposal

A proposal for a new multi-award program should include the following materials. Submit the full set to the CAP Chair **no later than one week prior to a scheduled CAP review meeting date.**

A. Proposal Statement (Use the CAP template)

1. Program Title
2. Purpose
3. Program format
4. A list of existing programs the program is based upon
5. A list of courses that count toward both degrees
6. The total number of credits required
7. Admission procedure and requirements
8. Additional resources and/or adjustments
9. Model program schedule + quick checklist
10. Implementation Plan

B. Catalog Description of the New Program

C. Catalog Descriptions of Existing Programs Contributing to the New Program

D. Documentation of Support from All Contributing/Affected Departments

A Proposal for A Multi-Award Program Based on Existing Programs Template

(Prepared by the CAP Committee, Fall 2022)

1. Program Title

2. Purpose. What is the benefit of creating this new program?

3. Program Format. Indicate with X. Should be consistent with existing programs listed in #4.

Format(s): ☐ Day ☐ Evening ☐ Weekend ☐ Evening/Weekend ☐ Not Full-Time

Modes: ☐ Standard ☐ Independent Study ☐ External ☐ Accelerated ☐ Distance Education

4. A list of existing programs the new program is based upon (HEGIS and SED Program Code
Reference: <http://www.nysed.gov/heds/IRPSL1.html>)

Program Title	Award (e.g., BS, MS)	HEGIS Code	SED Program Code

5. A list of courses that count toward both degrees (Up to 2 courses)

Course # (e.g., SY5999)	Course Title	# of Credit

6. A total number of credit hours required for the new program

credit hours

7. Admission procedure and requirements. Specify the timing, procedure and requirements for admission to the program.

8. Additional resources and/or adjustments needed to implement the new program.

9. Complete the **Model Program Schedule** on the next page.

[Program Schedule Quick Checklist]

- ☐ Could all Gen Ed requirements be complete in the first 8 semesters?
- ☐ Are all requirements from all degrees included?
- ☐ Are prerequisites and co-requisites feasibly sequenced?
- ☐ No more than two courses used toward both degrees?
- ☐ Is the total number of credit hours correct? Does it match the sum of term credit hours?

10. Implementation Plan. Briefly describe department's implementation plan, including necessary actions and steps, responsible people, and the timeline.

Model Program Schedule
 * Identify Undergraduate/Graduate Periods. Undergraduate: Term ____ to ____ / Graduate: Term ____ to ____

Term 1						
Course # (e.g. SY4567)	Course Title	Cr #	GE	Major	Level (B/M)	Pre/Co-requisite
Total Term Credit						

Term 2						
Course #	Course Title	Cr #	GE	Major	Level	Pre/Co-requisite
Total Term Credit						

Term 3						
Course #	Course Title	Cr #	GE	Major	Level	Pre/Co-requisite
Total Term Credit						

Term 4						
Course #	Course Title	Cr #	GE	Major	Level	Pre/Co-requisite
Total Term Credit						

Term 5						
Course #	Course Title	Cr #	GE	Major	Level	Pre/Co-requisite
Total Term Credit						

Term 6						
Course #	Course Title	Cr #	GE	Major	Level	Pre/Co-requisite
Total Term Credit						

Term 7						
Course #	Course Title	Cr #	GE	Major	Level	Pre/Co-requisite

Term 8						
Course #	Course Title	Cr #	GE	Major	Level	Pre/Co-requisite

	Total Term Credit					
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Term 9						
Course #	Course Title	Cr #	GE	Major	Level	Pre/Co-requisite
	Total Term Credit					

	Total Term Credit					
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Term 10						
Course #	Course Title	Cr #	GE	Major	Level	Pre/Co-requisite
	Total Term Credit					

SUNY OLD WESTBURY



TO: Duncan Quarless, Senior Vice President for Academic Affairs
Martha Santana, Chief Financial Officer and Co-Chair, the Budget Committee

FROM: Ryoko Yamamoto, Chair, Curriculum and Academic Planning (CAP) Committee

DATE: September 16, 2022

RE: **CAP Recommendations for Social Justice Fellows**

1. Overview

The CAP Committee recommends five faculty specializations, **Performing Arts/Multimedia (Visual Arts)**, **Public Health and Social Justice (Public Health)**, **Data Analytics (Math/CIS)**, **Philosophy of Justice (History & Philosophy)** and **Organic Chemistry (Chemistry & Physics)** for the proposed **Social Justice Fellows (SJF)** Program. See page 3-6 for position descriptions and justifications.

The CAP Committee believes that, without commitment to longer-term employment, it is unlikely for the SJF program to make a meaningful impact on faculty diversity and curricular innovation. Furthermore, the Committee fears 1) the risk of overburdening already stretched departments with extra tasks of hiring and mentoring temporary members, and 2) the challenge of attracting quality candidates for temporary arrangement. We hope that authors of the proposal will be mindful of these concerns as they finalize the plan.

Since the SJF program is not designed to address existing faculty shortage, the CAP Committee wishes to be assured that the inclusion in the SJF Program would not negatively affect departments' efforts to pursue permanent faculty lines.

Table: Social Justice Fellow Recommendations

Department	Specialization
Chemistry & Physics	Organic Chemistry
History & Philosophy	Philosophy of Justice

Math/CIS	Data Analytics
Public Health	Public Health and Social Justice
Visual Arts	Performing Arts / Multimedia

2. Procedure

On Friday, Sept 9, CAP Chair reached out to Chairs of eight Departments (Chemistry & Physics, English, Exceptional Education, History & Philosophy, Math/CIS, Psychology, Public Health, and Visual Arts) whose line requests were deemed “urgent” in S22 CAP Line Request Review. They were invited to submit an online form by the evening of Sept 14 if they wish the CAP Committee to recommend their line for Social Justice Fellows. They were informed that 1) SJFs are one year appointment with a possibility of tenure-track conversion pending on permanent funding and 2) only new lines are eligible. Letters from specifying conditions of the funding and a Powerpoint slide of the Old Westbury proposal plan were provided for reference.

Five departments submitted a description of a faculty line for the proposed SJF Program. All departments explicitly confirmed that these are new lines, *i.e.*, new specialization to innovate the curriculum, not a replacement of existing specializations.

On Sept 16, the CAP Committee met and unanimously voted to recommend these five lines (6-0-0, two members had to leave before votes were taken, one vacancy) for the consideration for the proposed Social Justice Fellow Program.

3. Questions from the CAP Committee

Following questions were raised in the committee discussions. We hope these questions will be addressed in the proposal (if they have not already) or answered in other appropriate venues.

1. **Long-term vision.** What is the vision of the SJF program? How does it fit in long-term academic plans of the College?
2. **Expected outcomes of the SJF Program.** What are objectives/expected outcomes of the program? What do we expect SJFs, hosting departments, and the College at large get out of the program after one year (and thereafter)?
3. **Expected curricular impact of SJF and the planning process.** More specifically, what curricular impacts SJFs are expected to make? How will faculty be involved in the planning and execution of this program?
4. **Criteria for SJFs.** What are necessary and desirable criteria for SJFs, considering its vision, expected outcomes, and position in long-term academic planning? (In absence of the provision of criteria, CAP based our recommendations on expressed needs and willingness of departments and the alignment of positions with the social justice mission)

5. **Recruitment and hiring process of SJFs.** How will SJFs be recruited and hired? What is the timeline, and what are external constraints for the timeline? What resource will be provided to support the hiring process?
 6. **Criteria, process and timeline for the conversion from SJF to tenure track lines.** The current proposal only states that these lines may be converted into tenure-track lines if permanent funding becomes available. What are the College's contingency plans/possible scenarios for this process? What are criteria for deciding which SJF lines to be prioritize to be converted into tenure-track lines? What is the timeline the College is envisioning?
 7. **Support for mentoring SJFs.** How will the College support mentoring of SJFs?
- 4. Proposed Social Justice Fellow Descriptions and Justifications**

Department: **Chemistry & Physics Specialization:** **Organic Chemistry (Assistant Professor)**

Organic Chemistry courses are required for students majoring in chemistry, biochemistry and biology. Currently, 67% of organic chemistry sections are taught by adjunct faculty. The shortage of organic chemists in our department is growing and raises issues of unfairness to students. The importance of organic chemistry courses cannot be overstated. It is the foundation for students to understand advanced topics of chemistry and biology. It differentiates students and is, therefore, used as tactics by medical schools to dwindle down applicants. Undergraduate research in organic chemistry covers a broad range of subjects from computational design, synthesis, mechanism studies to medicinal chemistry, thus advancing student career success. Those educational goals, however, cannot be fully met without the support from full-time faculty.

The primary responsibilities for this position include teaching organic and associated laboratories. Teaching responsibilities may also include general chemistry and courses for non-majors. Various forms of undergraduate research are highly recommended, such as curriculum-based research, student-centered activities, or scientific research through peer-collaborations in considering this is a 1-year position. The candidate has further responsibilities in advisement and mentoring of diverse student body, curriculum development, course and program learning outcome assessment, and service that supports the work of the department and college.

Department's Comments to the Budget Committee

Please know that two organic chemists retired this year and one on sabbatical leave. All organic chemistry labs are currently taught by adjuncts. This situation is a threat to natural science education. More specifically, at least 6 sections of Organic Chemistry courses (I and II, both with lectures and labs) are offered by Chemistry and Physics Department each academic semester as well as each summer. There are 2 Org. Chem. I Lectures, 3 Org. Chem. I Labs, and 1 Org. Chem. II Lectures with a total enrollment of 143 in fall 2022. Two sections are taught by a full-time tenured professor, while another four by adjunct instructors.

Department: **History & Philosophy Specialization:** **Philosophy of Justice**

A philosopher of justice and applied ethics. The fellow can contribute to conversations and teaching on issues such as social and environmental justice, biomedical and scientific ethics, business ethics, justice in law and criminology, among others. The Social Justice fellow would be ideally situated to provide the philosophical underpinnings of social justice, an overarching element of Old Westbury's tradition and mission, as well as provide some of the basic building blocks of the Liberal Arts. A professional philosopher would also provide a key contribution to the OW Model. Any student cohort focused on any topic, could benefit from the key fundamental and cross-disciplinary insights of philosophy. The fellow would help redesign the Philosophy and Religion program to better address these goals and serve the college at large. A focus on Non-Western philosophical approaches would be preferable (such as Africana Philosophy or the Asian or Latin American philosophical traditions), to further enhance the exposure to diversity of worldviews and traditions students encounter at Old Westbury.

Department's Comments to the Budget Committee

This fellow is essential to revitalize the Philosophy and Religion program with the goal of making it more relevant to the wider college community and leveraging potential contributions to other programs (such as environmental justice, law and criminal justice and medical and business ethics, and congregational leadership) and larger college initiatives like the OW Model.

Department: Math/CIS Specialization: Data Analytics Professor

The field of data science and data analytics is growing. For several years the Math & CIS Department has been trying to get support for a position in this area. A professor in data analytics would bring these new and exciting fields to our college now. It would open up the data analytics for students in all majors through minors and would. Short term we have plans to offer business analytics (a partnership with the SOB) and long term, we would like to see general analytics, data visualization and database course open to all majors.

These in-demand majors and minors would certainly catch the eye of prospective students. Our goal is to grow the community engagements we are building through the Data Science program and use real world data. We envision opportunities to engage in local business, government agencies, non-profits, and more.

Department: Public Health Specialization: Public Health and Social Justice (Assistant Professor)

We need expertise in food justice and/or the determinants of substance use (or both), which are major areas of interest for our students and major parts of the discipline of public health. The ability to teach courses such as biostatistics is also valuable, as only Dr. Li teaches that course among our current fulltime faculty. Further, our CEPH accreditation includes the requirement of teaching more about public health programming and evaluation, and having someone with that expertise would be excellent. Ideally, we would hire a candidate who is a quantitative researcher with applied social justice program-planning experience on issues of food justice or the social determinants of substance use. Both would fit well into a social justice cohort (as one of the STEM hires). These topical areas of expertise

are directly in line with the OW mission. Public health is deeply entrenched in issues of social justice, and we see our department as a perfect fit for this hiring cluster.

Department: Visual Arts Specialization: Performing Arts / Multimedia

The Visual Arts Department requests that one of the fulltime Social Justice Fellows within the area of Performing Arts serve in an interdisciplinary, shared curricular role within Visual Arts.

The area of performance art and multimedia contains many artists whose practice is performative in nature and expressive of social justice values. Areas of traditional theater and spoken word often overlap with visual arts formats such as video, virtual worlds, animation, photography, and design, in addressing topics of social justice such as racial and gender equality, LGBTQ rights, and environmental justice. We see potential in developing overlapping curriculum between visual arts, dance, music, and theater. Contemporary work is filled with these collaborations.

This diversified approach will ensure a varied approach and the complementarity of the performing arts component to other aspects of the current curriculum in the Visual Arts department. It could prove particularly interesting for the Tutorial sequences in which our art majors develop individual projects during their junior and Senior years. The Fellow could be involved in fostering the interest and capacity of our students in developing art-based performances.

An example of such practice is the work of Tim Miller, <https://timmillerperformer.com/>, a performance artist whose work comments on his experience as a gay man. Another is Nick Cave, <http://nickcaveart.com/Main/Intro.html>, whose performances, sculpture, and installation art, express facets of his experience as an African-American. The Guerrilla Girls are activists who work collectively in performance, sculpture, and design, to address topics of gender equality. <https://www.guerrillagirls.com/>

A Social Justice Fellow fitting this description would address Governor Hochul's call for innovative curriculum, experiential learning, cross-disciplinary partnerships, and activism through theatrical and visual expression in the arts.

SUNY OLD WESTBURY



LINE RECOMMENDATIONS

Spring 2023

The Curriculum and Academic Planning (CAP) Committee received eighteen (18) line requests from ten (10) academic departments. After careful review and discussion of each line, the CAP Committee determined that all requests, except for one line it decided to suspend evaluation, demonstrated clear merit and/or need of the line. The Committee acknowledges the urgent need of fulfilling ten (10) of these lines.

This document provides A) voting outcomes for the demonstrated merits and/or needs of requested lines, B) rationales for line merits, C) voting outcomes for the demonstrated urgency of requested lines, and D) rationales for the urgency of line fulfillment. F22 Faculty Resource Statistics is included at the end.

Copies of original line requests and supplemental information submitted by departments will be shared with the Provost and School Deans separately.

PROCEDURE

The CAP Chair solicited line requests from department chairs for the next academic year hiring on Dec 27, 2022, with a submission deadline of Jan 27, 2023. The total of 18 line requests were submitted via online form from 10 academic departments. These requests were compiled and circulated among CAP members. CAP Committee members discussed requests on Feb 8 and solicited additional information from some departments. Upon receipt of additional information, individual committee members rated each requested line request using a rubric and submitted the committee chair. The rating rubric consists of 18 items to evaluate lines in the following areas:

1. **Equity in resource distribution** across the College, indicated by the % of sections taught by adjunct instructors, the number of majors per fulltime faculty,
2. **Curricular needs** within the major, in college-wide programs, e.g., Lib Ed, and contributions to other degree programs
3. **Alignment with the missions** and institutional priorities at college- and departmental-level
4. Potential contribution to **external opportunities**, such as external funding, students' career opportunities, and community partnerships
5. Other factors for consideration that are not captured above.

The CAP Chair compiled ratings and shared with all members. On Feb 24, eight of nine committee members, except for one member who was unable to attend due to emergency, gathered on Zoom to review and discuss ratings of each line request. After thorough discussions, members virtually casted anonymous vote to evaluate the demonstrated merit/need and urgency of each line request. Members recused themselves from voting for a request from their own department.

RECOMMENDATIONS

The CAP Committee agree that all 17 lines it evaluated demonstrated clear merits and/or needs. Of these, 10 lines made a particularly strong case for urgent fulfillment.

A. Merits And Needs of Requested Lines: Voting Outcomes

The CAP Committee reached a general consensus regarding the merits and needs of the lines (See Table A). A large majority of these lines were replacements of departed or departing faculty.

Table A-1. Merits and Needs of Requested Lines: Voting Outcomes

Dept	Line Requested	Merit Evident (%)	Merit Evident (Count)	Total ¹¹ Vote
American Studies /Media & Comm.	Assistant Professor: LatinX Studies	100%	8	8
American Studies /Media & Comm.	Assistant Professor: Digital Journalism	100%	8	8
Biological Sciences	Assistant Professor: Evolution Biology	100%	8	8
Biological Sciences	Assistant Professor: Microbial Biology	100%	8	8
Biological Sciences	Lecturer 1 (Basic Biology 1, Basic Biology 2, Environmental Science , Biology for Non-Science Majors)	100%	8	8
Biological Sciences	Lecturer 2 (Genetics, Cell Biology, Vertebrate physiology)	100%	8	8
Chemistry & Physics ¹²	Assistant Professor: Physical Chemistry	100%	7	7
Childhood Education & Lit	Assistant Professor: Clinical Experience	100%	7	7
Childhood Education & Lit	Assistant Professor: Elementary Literacy	100%	7	7
English	Assistant Professor: Multicultural/World Literature	100%	8	8
English	Assistant Professor: Multi-ethnic Literature	100%	8	8
History & Philosophy	Assistant Professor: South Asian History	100%	8	8
PEL	Assistant Professor: Politics of Inequality	100%	8	8

¹¹ The total vote counts are not consistent due to the recusal of a member from the same department.

¹² The C&P Department requested two lines, but the CAP Committee decided to suspend an evaluation on one.

Psychology	Assistant Professor: Clinical Psychology	100%	7	7
Psychology	Assistant Professor: Social Psychology	100%	7	7
Visual Arts	Assistant Professor: Electronic Media	100%	8	8
Sociology	Assistant Professor: Criminology	86%	6	7

B. Rationales for Merits and Needs

American Studies/Media & Communications

1. Assistant Professor: Latinx Studies 2. Assistant Professor: Digital Journalism

The Department of American Studies/Media and Communications is seeking tenure-track lines in LatinX Studies and Digital Journalism.

The LatinX Studies line is the replacement of a faculty member who departed the College at the end of S22. The departed person was the only faculty member specialized in contemporary LatinX issues. In addition to the significance of the topic in the discipline, LatinX Studies is an important area of focus for College's Social Justice mission and the diverse student body.

The Digital Journalism line essential to prepare Media and Communication students for the career in journalism, in the era when journalists are increasingly expected to handle multimedia storytelling while writing for conventional print media. The Department currently does not have any faculty who is versed both of print journalism and digital storytelling and the requested line will fill the void.

In addition to bring in essential expertise to American Studies/Media & Communication programs, these lines will contribute multiple domains in the Lib Ed Program, as well as new programs and programs-in-development, including Women's, Gender and Sexuality Studies, Black Studies, Hispanic and Latin American Cultural Studies program (Approved) and the Media Production Program (in development).

Biological Sciences

1. Assistant Professor: Evolution Biology 2. Assistant Professor: Microbial Biology 3. Lecturer 1 (Basic Biology 1, Basic Biology 2, Environmental Science, Biology for Non-Science Majors) 4. Lecturer 2 (Genetics, Cell Biology, Vertebrate physiology)

The Biological Science Department is requesting two tenure-track lines and two lecturer lines in order to support a large number of majors and service courses for non-majors.

The Biological Sciences Department suffers from dire curricular needs and resource inequity. The biology major is one of the largest (389 in F22) on campus, only second to Psychology with a narrow margin. The FT faculty – major ratio is 38.9, the highest in SAS. In the field of Biology, undergraduate research

experience outside of coursework is expected for those who wish to pursue graduate education and would open a path to employment in research laboratory. According to the Department Chair, Biology faculty members typically spend 8-12 hours per week mentoring students in their research lab without receiving any teaching credit.

The Department also offers a substantial number of sections for the Lib Ed and other programs. While Department's Undergrad FTE per FT faculty is not particularly high (23.7), the statistics underestimate the actual teaching load due to a large number of lab sections which requires the same amount of contact hours as four credit courses while accounting for only one credit. According to the Department Chair, all but four Biology courses have a lab section associated with them.

Two requested tenure-track lines are replacements of recently departed faculty members. Evolution is one of the required courses for Biology majors in the Population domain. The Department has been having difficulty offering enough sections after the tenured Evolution faculty retired in S20, creating a bottleneck in students' progression toward a degree.

The Department lost a faculty member specialized in Microbiology in S22. This specialization is the research area with growing external funding opportunities. The continued vacancy of tenure-track faculty would limit opportunities for the Department to pursue external funding and for students to be trained in this field with significant career opportunities. Two lecturer positions are to support some of the most highly enrolled courses in the Biology Department.

Chemistry & Physics

Assistant Professor: Physical Chemistry (Assistant Professor: Inorganic Chemistry – Decision Suspended)

The Chemistry and Physics Department is requesting two lines to replace a retired faculty member (Physical Chemistry) and a faculty member who served in the administration until recently (Inorganic Chemistry). Due to a recent change in the status of the Inorganic Chemistry faculty, CAP Committee decided to withhold an opinion on this line until more information becomes available.

The Chemistry Program is currently certified by the American Chemical Society. The certification requires full-time chemistry faculty in physical and inorganic chemistry. The Department currently lacks experts in physical and inorganic chemistry.

The Faculty Resource Statistics show that the Department has one of the lowest number of majors per FT faculty (5.4) and the lowest FTE per FT Faculty (12.9), but the statistics underestimates the actual teaching load due to actual teaching load due to a large number of lab sections which requires the same amount of contact hours as four credit courses while accounting for only one credit. In Fall 2022, 18 out of 41 sections (44%) the Department offered were one-credit lab sections. It should also be noted that the three tenure-track faculty in the Department are specialized in a new major of Physics, leaving only seven faculty to support Chemistry majors.

The Department also offers service courses to the Lib Ed Program, Biological Sciences majors, and PreHealth students, and faculty members supervise students without counting as part of the teaching load.

Childhood Education & Literacy

1. Assistant Professor: Elementary Literacy 2. Assistant Professor: Clinical Experience

Childhood Education & Literacy Department is requesting two lines, one in Elementary Literacy and the other in Clinical Experience. The Elementary Literacy position is to replace a retired faculty member, whose position has been vacant for a while. The Clinical Experience line is a new line requested in response to the recent changes in teacher certification requirements by NYS Board of Regents which emphasizes the integration of practicum and clinical experience.

According to SUNY BI statistics, in F22, Childhood Education and Literacy Department is currently supporting 303 undergraduate majors and 42 graduate majors with merely 6 FT faculty members. The FT faculty – major ratio is 57.5. This is very high, even considering SOE Departments exclusively teach their own majors.

According to the Department Chair, approximately 80% of sections are taught by adjunct instructors. The extremely high adjunct ratio makes quality control nearly impossible and student mentoring challenging, while forcing FT faculty to spend substantial time in searching and mentoring adjunct instructors.

AAQEP, the accreditation agency, expressed the concern with this high adjunct ratio and explicitly recommended the Department to increase FT faculty. Department's high adjunct ratio, if not corrected, may endanger the AAQEP accreditation.

English

1. Assistant Professor: Multicultural/World Literature 2. Assistant Professor: Multiethnic Literature

The English Department is facing a major resource inequity that is becoming increasingly worse, despite the vital importance of supporting a program that provides foundational academic skills training. According to F22 statistics, 72% of undergraduate sections offered by the Department were taught by adjunct faculty, making it the most adjunct-dependent department in SAS. The faculty-to-student FTE ratio for FT faculty was 43.3, the largest in the College.

Reading comprehension and writing skills are fundamental to learning and are critical to student retention, academic success, and career preparation. The English Department offers English Proficiency courses in which students develop these essential academic skills. Previously, FT faculty taught some of these sections, but the reduction of FT faculty has made this arrangement difficult. The faculty shortage also severely limits the Department's ability to offer First-Year-Composition courses and support other programs, including multiple Lib Ed domains, the MAT Program, and newly launching Women's, Gender, and Sexuality Studies (WGSS) and Black Studies.

History & Philosophy Assistant Professor: South Asian History

The History and Philosophy Department is requesting a tenure-track line specialized in History or

Historical Geography of South Asia, to replace a recently departed faculty. If the line is granted, the ability to contribute to the new Environmental Studies major would be a preferred qualification for a successful candidate.

The Department suffers from a high adjunct ratio (57%) and FT faculty – student FTE ratio (37.4), both of which are substantially above other SAS Departments except for English. While the addition of a Social Justice Fellow next year will abbreviate the inequity, the disparity remains.

South Asian history is a vital curricular component for History majors and Adolescence Ed Social Studies majors. The only faculty member who was specialized in this area recently retired, leaving a curricular void. In addition, South Asian courses contribute to other concentrations and minors and multiple domains in the Lib Ed Program.

PEL Assistant Professor: Politics of Inequalities

The PEL Department is requesting a tenure-track line to hire a faculty member who study the politics of inequality using an interdisciplinary approach. This is a request to replace a recently retired faculty member in Political Science. The Department offers four degree programs and is committed to the interdisciplinary approach. Fulfilling this void is essential for the Department to maintain the integrity of its interdisciplinary nature of the curriculum. The focus of this line closely aligns with College's social justice mission. In addition to providing PEL major requirements, the proposed line will contribute to Lib Ed Program, Public Policy minor and newly launching Black Studies.

Psychology

1. Assistant Professor: Clinical Psychology 2. Assistant Professor: Social Psychology

The Psychology Department is requesting two tenure-track lines to replace two retired or retiring faculty members. After the retirement of the Clinical Psychology faculty in S23, the Department will have no faculty specialized in this area despite the fact this is the most popular domain among Psychology majors. Social Psychology is another popular domain, for which the Department has only one faculty who could teach in this domain while also covering another domain.

While F22 statistics show the Department has 13 FT faculty, this number does not properly reflect Department's resource situation. Two of FT faculty exclusively teach in the graduate program and other two FT faculty would leave the College by the end of S23. By F23, the Psychology Department will be running the largest undergraduate program with nine FT faculty. Without the two FT faculty members exclusively teaching graduate courses, the FT faculty -major ratio would be 35.7. If the number of majors stay the same, the ratio will go up to as high 43.7 after the departure of two faculty, the highest in SAS.

In addition to handling two of the most popular domains in the largest major, these two lines will support Micro-credential in Foundations in Counseling Psychology and a Minor in Community Action Psychology, as well as Lib Ed Program, FYE and CL, and a newly approved WGSS.

Visual Arts Assistant Professor: Electronic Media

The Visual Arts Department is requesting a tenure-track line specialized in electronic media to replace with a departed faculty member. The Department has been experiencing a rapid growth in the past several years.

The Department hosts three degree programs, including the only public BFA program in the region. BFA is a popular program for students who pursue creative careers, and the BFA program at OW is the only cost-effective path to pursue this specialization in the Long Island/NYC area. VA courses also support Media and Communication majors, students from SOE, SOB and SPS, as well as the Lib Ed program. The studio work is the core to the VA curriculum, and it requires intensive faculty-student interactions. Due to the growth of major students, the Department has difficulty offering enough sections that meets the demand.

The Department also suffers from resource inequity. According to F22 Faculty Resource Statistics, the Department's adjunct rate (54%) and the number of FTE undergraduate students per FT faculty (31.3) are substantially above average. While the addition of a Social Justice Fellow next year will abbreviate the inequity, the Fellow's teaching responsibility will include Performing Arts, limiting their ability to fulfill the curricular need in digital media.

Sociology Assistant Professor: Criminology

The Sociology Department is requesting a new tenure-track line specialized in Criminology. Criminology majors comprise a large majority of students the department hosts, while only a few Sociology faculty members are not trained criminologists. Faculty members who were hired on a Criminology line in the past have a broader research focus instead of specialized in Criminology. An addition of Criminology-focused faculty will allow the Sociology Department to expand the offering of Criminology electives. The External Reviewer recently reviewed the Department as a part of Five Year Review and recommended hiring a Criminologist.

C. Urgency of Line Fulfillment

Of all line requests that demonstrated merits and needs, the CAP Committee agreed that the following line requests demonstrated particularly acute urgency for fulfillment ³.

Table B. Voting Outcome: Demonstrated Urgency of Requested Lines

Dept		Urgent (%)	Urgent (Count)	Total Vote⁴
English	Multicultural/World Lit	88%	7	8
English	Multi-Ethnic Lit	88%	7	8
Visual Arts	Electronic Media	88%	7	8
History & Philosophy	South Asian History	75%	6	8
Childhood Education & Lit	Elementary Literacy	71%	5	7
Psychology	Clinical Psychology	71%	5	7
Biological Sciences	Evolution Biology	63%	5	8

Childhood Education & Lit	Clinical Experience	57%	4	7
Biological Sciences	Microbial Biology	50%	4	8
Biological Sciences	Lecturer 1 (Basic Biology 1, Basic Biology 2, Environmental Science , Biology for Non-Science Majors)	50%	4	8

³ At least 50% of CAP member voted to acknowledge the urgency of line fulfillment for these lines.

⁴ Total vote counts are not consistent because committee members recused themselves from voting for a request from their own department.

D. RATIONALES FOR URGENCY

English Assistant Professor: Multicultural/World Literature (88%) Assistant Professor: Multiethnic Literature (88%)

The CAP Committee acknowledges the urgent need to resolve the severe resource inequity that the English Department is facing. The 72% adjunct rate is egregious, and the high adjunct dependency poses a serious threat not only to English majors, but also to college-wide programs to cultivate students' reading and writing skills. Strong writing skills are crucial for student's academic success and career preparation, as well as their retention and degree completion. The current resource shortage makes it extremely difficult for the English Department to maintain the quality of English Proficiency courses and other essential programs.

Visual Arts Assistant Professor: Electronic Media (88%)

The CAP Committee acknowledges urgency of the request from the Visual Arts Department both from equity and curricular needs standpoints. The Department has a high adjunct ratio and large FTE students per FT faculty, while providing labor-intensive studio courses. The Department made a compelling case that it cannot support a growing number of majors while supporting a sizable college-wide curricular contributions without additional staffing.

History & Philosophy Assistant Professor: South Asian History (75%)

While the prospective addition of the Social Justice Fellow would abbreviate the situation, the History and Philosophy Department continues to suffer resource inequity. While the Department has a relatively small number of majors, the Department supports college-wide programs and other majors. The requested line is essential for history majors and SOE students specialized in adolescent social studies.

Childhood Education & Literacy Assistant Professor: Elementary Literacy (71%) Assistant Professor: Clinical Experience (57%)

The CAP Committee acknowledges urgency in decreasing a large resource gap and fulfilling curricular needs in the Childhood Education and Literacy Department. If the current situation is left unattended, SOE will be at risk of losing the AAQEP accreditation. The Department supports a growing number of majors with a small number of FT faculty and a large group of adjunct instructors. The extremely high 80% adjunct rate is detrimental to the program, students and faculty.

Psychology Assistant Professor: Clinical Psychology (71%)

The Psychology Department provided compelling evidence for severe resource shortage the Department will face at the end of this academic year. The Department will have only nine faculty to run the largest undergraduate program on campus with nearly 400 students. Furthermore, recent departures of faculty left two of the most popular domains without a dedicated FT faculty with expertise. The CAP Committee agrees that the Department will have difficulty supporting a large major unless additional faculty resource is provided.

Biological Sciences

**Assistant Professor: Evolution Biology (63%) Assistant Professor: Microbial Biology (50%)
Lecturer 1: Basic Biology 1, Basic Biology 2, Environmental Science, Biology for Non-Science
Majors (50%)**

The Biological Sciences Department has an urgent need for additional faculty resources to address issues of equity, curricular needs, and external connections and funding opportunities. The Department has the largest number of majors per FT faculty in SAS. The need of intensive research mentoring adds to severe resource strain. Recent departures of FT faculty have created a void in two essential specialties, Evolution and Microbial Biology. The shortage of required Evolution sections is creating a bottleneck and slowing students' degree completion. This concerning situation requires immediate attention and timely resolution.

S23 CAP Committee Line Recommendations -



F22 Faculty Resource Statistics for S23 Line Request Review

Prepared by the CAP Committee, Dec 2022

Please use these statistics to make a case for resource needs of your department. These statistics do not tell the whole story and may not accurately reflect every department's situation. Feel free to offer explanations, corrections and alternative and/or additional statistics in the Line Request Form to help the CAP Committee (and Academic Affairs) understand your department's needs.

1. Course-Based Statistics Source: Argos (REG_COU)

Course-based statistics account for contributions of departments to their own degree programs and college-wide programs such as Liberal Education Program.

1A. Course-based Statistics: # of Sections Offered, Student Enrollment, FTE* and the Proportion of Adjunct Instructors, Sept 2022

Average Across Departments: Adjunct faculty % in the number of sections = 49.5% (mean), 42.7% (median)

Adjunct faculty % in student enrollment = 52.2% (mean), 45.0% (median)

School	Department	Course ID	# of Sections offered	Total Enrollment	Total FTE	% of Sections Taught by Adjunct Faculty	% of Students Taught by Adjunct Faculty	UG FTE Taught per FT Faculty
SAS	American Studies	AS	47	968	256.4	34%	44%	19.7
SAS	Biological Sciences	BS	53	1083	237.3	38%	40%	23.7
SAS	Chemistry & Physics	CP	41	806	128.9	37%	34%	12.9
SAS	English	EL	64	1318	347.3	72%	72%	43.4
SAS	History & Philosophy	HI	37	883	235.3	57%	62%	37.4
SAS	Math/CIS	CS+MA	72	1891	502.4	51%	63%	31.4
SAS		CS	23	465	124.0	35%	29%	-
SAS		MA	49	1426	378.4	59%	74%	-
SAS	Modern Languages	ML	26	461	122.9	65%	76%	20.5
SAS	PEL	IR+PE	34	774	206.3	32%	31%	22.9
SAS		IR	5	85	22.7	40%	39%	-
SAS		PE	29	689	183.6	31%	30%	-
SAS	Psychology	PY	39	869	230.3	18%	17%	17.7
SAS	Public Health	PH	15	358	95.5	33%	37%	17.4
SAS	Sociology	CR+SY	40	964	257.1	28%	32%	21.4
SAS		CR	13	353	94.1	46%	46%	-
SAS		SY	27	611	162.9	19%	25%	-
SAS	Visual Arts	MD+VA	39	704	187.7	54%	59%	31.3
SAS		MD	6	109	29.1	100%	100%	-
SAS		VA	33	595	158.7	45%	51%	-
SOB	(No dept level data available)	BU	75	1431	329.5	25%	25%	13.2
SOE	(No dept level data available)	ED	57	733	236.3	70%	70%	16.9
SPS	General Studies	GS	1	17	4.5	100%	100%	-
SPS	Professional Studies	PS	6	88	23.5	67%	70%	23.5

* Undergrad FTE = Total # of credits / 15

1B. Graduate-level Course Statistics: # of Sections Offered, Student Enrollment, FTE* and the Proportion of Adjunct Instructors, Sept 2022

SOE 33 70% 2. Fulltime Source: # of # of FT Faculty = data modified corrections offered by Department and a School	School	Department	Course ID	# of Sections offered	Total Enrollment	Total FTE	% of Sections Taught by Adjunct Faculty	% of Students Taught by Adjunct Faculty	UG + G FTE per FT Faculty	(No dept level data available)	ED
	SAS	American Studies	LI	1	4	1.0	0%	0%	19.8	372	95.5
	SAS	Biological Sciences	BS	2	6	1.5	100%	100%	23.9	23.7	61%
	SAS	Chemistry & Physics	CP	1	3	0.8	0%	0%	13.0	* Graduate FTE =	
	SAS	English	EL	4	29	7.3	25%	24%	44.3	Total # of credits/12	
	SAS	History & Philosophy	HI	4	62	15.5	0%	0%	39.8	Faculty-Major Student Rat	
	SAS	Math/CIS	CS+MA	8	57	14.3	0%	0%	32.3	Majors = SUNY BI	
	SAS		CS	5	35	8.8	0%	0%	-	HR with	
	SAS		MA	3	22	5.5	0%	0%	-	Chairs	
	SAS	Modern Languages	ML	4	29	7.3	25%	24%	21.7	Dean.	
	SAS	Psychology	MH	11	172	47.5	55%	61%	21.4		
	SOB	(No dept level data available)	BU	13	230	57.5	8%	11%	15.5		

School	Dept	FT Faculty*	Undergrad Major	# of UG Majors per FT Faculty	Grad Major	UG+G Majors	# of UG+G Majors per FT Faculty
SAS	American Studies	13	162	12.5	4	166	12.8
SAS	Biological Sciences	10	389	38.9	-	-	-
SAS	Chemistry & Physics	10	54	5.4	-	-	-
SAS	English	8	116	14.5	-	-	-
SAS	History & Philosophy	6.3**	96	15.2	-	-	-
SAS	Math/CIS	16	334	20.9	17	351	21.9
SAS	Modern Languages	6	29	4.8	-	-	-
SAS	PEL	9	158	17.6	-	-	-
SAS	Psychology	13	393	30.2	38	431	33.2
SAS	Public Health	5.5***	164	29.8	-	-	-
SAS	Sociology	12	336	28.0	-	-	-
SAS	Visual Arts	6	115	19.2	-	-	-
SOB	Accounting	13	228	17.5	90	318	24.5
SOB	MMF	12	370	30.8	-	-	-
SOE	Adolescence Ed	5	102	20.4	92	194	38.8
SOE	Childhood Ed	6	303	50.5	42	345	57.5
SOE	Exceptional Ed	3	130	43.3	67	197	65.7
SPS	General Studies	0	73	-	-	-	-
SPS	Professional Studies	1	36	36.0	-	-	-
Mean		8.15	188.8	24.2	50.0	286	36.33
Median		8.00	158.0	20.6	42.0	318	33.15

* "FT faculty" includes tenure-track faculty, lecturer and instructors on a visiting line.

** A fraction is due to a dual-appointment faculty member.

*** A fraction is due to a lecturer with 1/2 administrative appointment.

Resolution for Academic Policy Repository

WHEREAS currently there is no centralized repository of campus academic policies widely known and available to the faculty, and

WHEREAS the lack of convenient access to a set of authoritative policy documents has contributed to inconsistencies and institutional inefficiency, and

WHEREAS SUNY Policies of the Board of Trustees require the faculty to make a significant contribution to the “initiation, development, and implementation of the education program”¹³, and

WHEREAS the College is starting a new round of strategic planning, and

¹³ According to *SUNY Policies of the Board of Trustees*, Article X-4, "The faculty of each college shall have the obligation to participate significantly in the initiation, development and implementation of the educational program." (January 2022, p.20, https://www.suny.edu/media/suny/content-assets/documents/boardoftrustees/SUNY_BOT_Policies_January2022.pdf)

WHEREAS accurate and broadly shared knowledge of current policies and procedures is indispensable for meaningful faculty engagement, productive discussion, and effective planning,

THEREFORE, BE IT RESOLVED that the Faculty Senate urge Academic Affairs to provide a centralized electronic repository of existing campus academic policies, including policies and procedures related to:

- curriculum development and academic planning
- academic resource allocations, including faculty resource allocation
- academic practices and procedures
- instructional responsibilities
- faculty scholarship and research activities
- appointment, reappointment, tenure, and promotion
- faculty rights and responsibilities, including terms of sabbatical, leave, and extra service
- assessment of academic programs and academic units, and

BE IT FURTHER RESOLVED that the Faculty Senate request Academic Affairs to designate an administrator of the repository, develop a procedure to ensure routine update of files in the repository, and share the plan with the faculty, and

BE IT FURTHER RESOLVED that the Faculty Senate request Academic Affairs provide access to the repository to all faculty **no later than January 20, 2023**.

Jointly Submitted by Academic Policies and Practices Committee (APPC), Appointment, Reappointment, Promotion and Tenure (ARPT) Committee, Curriculum and Academic Planning (CAP) Committee, Faculty Rights and Responsibilities Committee (FRRC), Liberal Education Committee (LEC) and Teaching and Learning Resources Committee (TLRC), November 11, 2022

[Membership of Co-Sponsoring Committees (in an alphabetical order)]

Academic Policies and Practices Committee (APPC)

Curtis Holland, Seojung Jung, Mohamed Khalefa, Youngjoo Kim, Jillian Nissen, Dana Sinclair (Chair), and Blidi Stemn

Appointment, Reappointment, Promotion and Tenure (ARPT) Committee

Jillian Crocker (Chair), Jacqueline Emery, Linval Frazer, Yogesh More, Stephanie Schneider, Jeanne Shimizu, and Elena Smirnova

Curriculum and Academic Planning (CAP) Committee

Svetlana Jovic, Shijian Li, Matthew Lippert, Anissa Lynch, Nicholas Powers, Dana Sinclair, Geta Techanie, Sara Williamson, and Ryoko Yamamoto (Chair)

Faculty Rights and Responsibilities Committee (FRRC)

Curtis Holland, Seojung Jung, Youngjoo Kim (Chair), Shebuti Rayana, Zihong Shi, Blidi Stenn, and Sara Williamson

Liberal Education Committee (LEC)

Laura Angyal, Maria Cabail, Frederick Fleisher, Angel Lara, Danielle Lee (Chair), Robert Mevissen, Do Young Park, Carol Quirke, Chelsea Shields-Mas, and Jessica Williams

Teaching and Learning Resources Committee (TLRC)

Fernando Espinoza, Amy Hsu (Chair), Rachel Kalish, Robert Mevissen, Jillian Nissen, Katarzyna Platt, and Dana Sinclair

SUNY OLD WESTBURY



CAP Review Early Notification System and

Meeting Schedule AY2022-2023

Sept 19, 2022
(Typos in due dates amended 2/14/2023)

Early Notification System

The CAP Committee is implementing the Early Notification System this academic year. In the past, the Committee was sometimes not notified of proposals in development until departments were ready to submit them, contributing to a scheduling problem at CAP and the Faculty Senate. The Early Notification System is to improve communication and aid optimal scheduling.

If you are planning to submit a review request to the CAP Committee this academic year, please submit [an early notification form](#). No supporting document is necessary for early notification.

**Fall 2022 early notification due: Oct 15, 2022 Spring 2023 early notification due:
Feb 15, 2023**

Review requests notified after the due date will be scheduled in the subsequent semester.

Information Needed for Early Notification

Name of the lead author (the person who can provide updates)

Review type (e.g., new degree program proposal, Five Year Review, major revisions of existing program)

A program title

(For a new program) Whether Academic Affairs and the Head of the School has been consulted

Estimated review material submission date

CAP Committee Meeting Schedule, AY2022-23

Review Materials Due 5pm on	CAP Review Meeting Date	Earliest Possible Faculty Senate Date
10/7/22	10/14/22	11/4/22
11/4/22	11/11/22	11/18/22
12/2/22	12/9/22	2/3/23
2/17/23	2/24/23	3/3/23
3/3/23	3/10/23	3/31/23
3/31/23	4/7/23	4/21/23
5/5/23	5/12/23	5/19/23